



## Bingham Primary School

Policy Document

Policy Name: SEND Report

Date: Sept 2024

Review: Sept 2025

Special Educational Needs and Inclusion is always a priority at Bingham Primary School. As part of CIT Trust, we firmly believe that the best place to support a child's individual learning needs is in mainstream primary school supported by quality first teaching in the classroom.

This interim policy document is in place to outline our **intent** for pupils with SEND ahead of the specific lead staff being in place due to the school recruitment not having happened yet.

We aim to give our prospective parents the information they need about our priorities, ethos, inclusivity and support strategies.

We recognise that children learn at different rates and so a child may experience learning difficulties at some point in their time at school. This is not unusual. For most children the difficulties are temporary and are soon overcome with help and encouragement from home and school. Other children might need more long term or specialist support in order to fully reach their potential.

At Bingham Primary School, we follow the National SEND Code of Practice, this can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children with the most complex needs have an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

<https://www.nottshelpyourself.org.uk> [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND 'Notts help yourself' site is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

All staff, Local School Board and central support team are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Our commitment to this is outlined in this policy.

Our core aims are to:

- Ensure that all children feel happy, safe and included in all parts of school life;



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- Ensure that any needs a child might have are identified as early as possible and support put in place to make sure the needs are met;
- Ensure that all children have access to a broad and balanced curriculum delivered through quality first teaching, identifying barriers to learning and adapting the curriculum to meet individual needs;
- Ensure that partnership working with home and school is effective, supportive and all working together for the best outcomes for every child;
- Ensure that any child with SEND is monitored closely, their continuing progress checked and evaluated to ensure the best approach is being taken;
- Ensure that the school works in partnership with external agencies- enlisting the help of specialist services in a timely manner when help is needed and integrating their recommendations into school support packages;

The term '**Special Educational Needs**' is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age.

Children with **Special Educational Needs** (SEN) are likely to need extra or different help from that given to other children their age.

There are considered to be four main types of SEN which are:

- **Thinking, understanding and learning** – a child may find all learning difficult or have difficulties with specific activities such as reading or spelling. A child may have trouble understanding instructions and carrying out tasks. A child may have memory difficulties.
- **Emotional and behavioural** – a child may struggle with confidence or are very anxious. A child may find it difficult to follow the rules and settle down.
- **Speech, language and communication** – a child may have difficulty expressing themselves or understanding what others are saying to them.
- **Physical or sensory impairments** – a child may have hearing or vision loss. A child may have difficulty with sensory processing, being under or over-sensitive. A child may have a medical condition which affects them physically.

Some pupils will only receive SEN support for a short time, others may need it for the rest of their time in school.

### **The Graduated Approach**

Children who continue to face challenges in their learning, despite receiving high-quality teaching and use of differentiation, may need additional strategies, or different provision, in order to meet their needs. This is known as SEN Support.



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**SEN support** is a four-part cycle - assess, plan, do, review. Through this cycle, actions are reviewed and support adjusted to ensure the desired outcomes are achieved.



This four-part cycle is part of the **graduated approach**.

- **Assess** - using day-to-day information to look at the progress a child is making and consider any barriers that may be getting in the way.
- **Plan** - involves discussing, planning and agreeing what will be put in place. The planning should involve the child, parents and staff from the school who know the child well. Other professionals working with the child, should also contribute to planning.
- **Do** - It is the responsibility of class and subject teachers to implement the plan on a day-to-day basis.
- **Review** - This is an opportunity to look at the support plan, to consider how successfully the support is meeting the needs of the child and to make adjustments where necessary.

The assess, plan, do, review process is a continual cycle. If the review shows a child has made really good progress, this may mean they no longer require the additional SEN support and provision. For others, the assess, plan, do, review cycle will continue.

How will this look at Bingham Primary School?

If a child has identified SEN, the school's Special Educational Needs Co-Ordinator (SENCO) will work with our parents and your child's class teacher to plan what to do. This could be a special programme of work, particular equipment, or it might mean additional support with their learning or even small intervention groups. This is very much based on individual need. The aim is always to try to ensure every child is integrated into whole class learning as much as possible.

A SEN support plan is written e.g. as a provision map or as an Individual Education Plan (IEP). This shows support which is 'additional to or different from' what other children need. The plan shows the targets your child will be working on and any



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extra support arranged. The IEP or provision map should be discussed with you and with your child, and be reviewed at an agreed date.

At times, our school staff may need support to further understand and meet a child's needs. This might include:

- receiving training;
- asking for advice from SENCOs in other schools or across the Trust;
- asking for advice from education professionals, e.g. specialist teachers or Educational Psychologists;
- asking for advice from health or social care professionals who are involved e.g. Speech and Language Therapists.

What happens if a child needs more additional support?

The school might request that an Education Healthcare Plan is applied for. This might be needed if a child has lifelong or significant difficulties. In order to do this, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral will be made at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SEND team
- Possibly Social Care, where they are involved
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

Further information about EHC Plans can found via the Nottinghamshire SEND Local Offer.