



SEND Policy

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Introduction

Bishops Castle Primary School is an inclusive school. We strive to support all children to enable them to achieve their full potential, no matter what their needs may be.

We strive to raise the aspirations and expectations for all children. Pupils have the right to a broad and balanced education, including extra-curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents and/or carers who play an active and valued role in their child's education.

Therefore, we ensure that each student:

- Receives the support that need to meet their educational needs;
- Engages in the activities of the school alongside other students.

We aim to achieve this by:

- Setting high expectations and ambitious targets for all;
- Ensuring that there is high quality classroom teaching, adapted to meet the needs of groups of students and individuals, enabling them to meet targets;
- Providing comprehensive training and guidance for teachers and teaching assistants;
- Regular and rigorous monitoring of achievement, which will identify those students not making expected progress;
- Intensive monitoring of the learning experience and classroom teaching quality, leading to targeted professional development and refined guidance on classroom strategies where appropriate;
- Effective identification of individual pupils' barriers to learning, through observations, Pupil Progress Meetings and specific testing;
- Effective programmes of intervention, aimed at overcoming barriers to learning and thereby restoring expected progress.

This policy has been written with comprehensive reference to the SEND Code of Practice (2014), the Children and Families Act (2014) and the Equality Act (2010). It is to be read in conjunction with the:

- School's Development Plan
- Anti-Bullying Policy
- Accessibility Plan
- Safeguarding Policy
- School's Local Offer
- Shropshire Local Offer for SEND
- Equalities Policy

The policy has been written with regard to the following principles:

- Participation of parents and pupils in all stages of decision-making;
- Early identification of needs;
- Collaboration with health and social care services;
- High quality teaching and provision underpinning educational needs;
- Best endeavours to make reasonable adjustments to enable inclusion;
- Changing and sometimes temporary needs of pupils.

Definition of Special Educational Needs and Disabilities (SEND) as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Progress that is less than expected can:

- Be significantly slower than that of their peers starting from the same baseline;
- Fail to match or better the child’s previous rate of progress;
- Fail to close the attainment gap between the child and their peers;
- Widen the attainment gap;
- Include progress in wider development or social needs.

Progress will be measured in line with the school’s Pupil Progress policy. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Identifying SEN

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children’s needs and requirements may fall within or across four broad areas. A pupil’s needs are likely to fall into one or more of the following broad areas, although the profile of difficulty or disability for each pupil will vary and may change over time.

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| Communication and Interaction | Autistic Spectrum Condition (ASC) Speech, Language and Communication Needs (SLCN) | Such pupils may have difficulty saying what they want to, understanding what is being said to them or understanding/using social rules of communication or imagination. |
| Cognition and Learning | Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD) | Pupils with MLD will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with SLD have significant intellectual or |

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| | | cognitive impairments. Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils may also have SpLD, where one or more specific aspect of learning is affected, e.g. dyslexia, dyscalculia and dyspraxia. |
| Social, Emotional and Mental Health | Emotional Well Being Social Behaviour Learning Behaviour (SEMH) | These difficulties are manifested in different ways, including becoming withdrawn or displaying challenging, disruptive or disturbing behaviour (e.g. selfharm, eating disorders). These may reflect underlying mental health issues, such as anxiety, or may be the result of disturbance or upset in the pupil's home life. Other pupils may have difficulties such as ADD, ADHD or insecure attachment. |
| Sensory and/or Physical | Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD) | These may prevent or hinder a pupil from making use of educational facilities and may require specialist support or equipment. |

When identifying SEN, it should be noted that:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has special educational needs;
- Slow progress and attainment do not necessarily mean that a pupil has SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- Short term learning difficulties and wider mental health problems can be caused by events such as bullying or bereavement. Such events will not always lead to children having SEN, although where difficulties are persistent the school will consider whether the pupil will benefit from being assessed for SEN.
- Difficulties related solely to limitations in English as an additional language are not SEN.

The school will take a graduated approach to identification, following these 3 stages.

Stage 1 – Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN.
- If a concern is raised about a pupils' progress, discussions should take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
- Pupil Progress Meetings are used to monitor and assess the progress being made by pupils.

Stage 2:

- This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1.
- Pupils may become Stage 2 if they have been assessed as being significantly behind their expected level for 3 consecutive half term assessment periods.
- At this stage the SENCo may seek consent from parents to refer the pupil to an external agency, to ascertain what the specific barriers to learning may be.
- Pupils will now be placed on the SEN Support Register.
- The school provision map will detail all interventions that are being carried out across the school for children identified as requiring SEN support. This is recorded on the school tracking system Insight.
- It will be the responsibility of the SENCo to monitor the Support Plans, One Page Profiles and school provision maps, the effectiveness of the provision and the progress of the pupils.

Stage 3:

- When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- This may involve further consultation with external agencies, who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
- The SENCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

Educational, Health and Care Plans:

Where, despite the school having taken the relevant and purposeful action described above to meet the needs of a pupil, that pupil has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment from the Local Authority.

An EHC needs assessment is likely to be the case where the special educational provision required to meet the pupils' needs cannot or can no longer be reasonably provided from within the resources normally available to the school.

External specialist support

The school will work closely with the Local Authority and other providers (see Local Offer) and may commission specialist services directly. Such specialist services include, but are not limited to:

- Educational psychologist;
- Child and Adolescent Mental Health Services (CAMHS);
- Specialist teachers with a specific SEN qualification for pupils with; impairments, such as visual or hearing (Sensory Inclusion Service);
- Therapists (physio, occupational and speech & language);
- Mati Outreach Service (support for pupils who have a range of difficulties)
- LSAT (Learning Support Advisory Teacher);
- Educational Welfare Service present in school;
- School Nurse available in school;
- Initial Contact Team and Child in Need Teams.

Funding for SEN support

Resources are provided to the school for supporting those with additional educational needs. The amount is determined by a local funding formula, and is referred to as the 'notional SEN budget'. It is not a ringfenced amount and its use is determined as part of the school's annual budget planning. The school tracks spending on all additional educational provisions and regularly reviews the impact. The school funds special educational provision up to £6000 per pupil per year. Additional 'top-up' funding is provided for needs beyond this by the Local Authority.

The role of the SENCo

Governing bodies of maintained mainstream schools must ensure that there is a qualified teacher designated as SENCo for the school, who must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

The SENCo has an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school.

The SENCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those with EHC plans.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Advising on a graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively;
- Liaising with parents of pupils with SEN;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;

- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date.