BONSALL C.E. PRIMARY SCHOOL

SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Reviewed :	September 2026
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Review Frequency:	Every year
Reviewed By:	Quality of Education

Bonsall CE VA Primary School Special Educational Needs and Disability (SEND) Policy.

Bonsall CE VA Primary is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to safeguarding, behaviour, anti-bullying, medical and teaching and learning policies.
The SEND Policy complies with the 2014 Children and Families Act; the SEN Code of Practice and the Equality Act 2010.

Outcomes from the 2014 Code of Practice.
Education, Health and Care Plans (EHCPs) support children from birth-25 years.
One school based category of need known as 'Special Education Needs Support' (SENS) supports pupils with significant difficulties who do not gain support from an EHCP. Children with this level of support are closely monitored by staff with their progress being tracked on a termly basis. Those pupils at SENS are additionally tracked by the SENCo.

There are four broad categories of SEN:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Physical and Sensory.

Staff at Bonsall CE VA School work closely with parents and children to ensure that all take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision.
All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them, as individuals, to make progress with their learning. Within the 'assess, plan, do, review' cycle of teaching and SEND, teachers will make adaptations to the teaching and learning to ensure every child especially those with SEND are given the opportunity to achieve the same outcomes. These adaptations could involve scaffolding strategies, extra adult support, flexi-grouping, explicit modelling or pre-teaching.
Staff at Bonsall CE VA School have high expectations of all children. Children on the SEN register make progress which compares well with the progress made by other children in the school.

Defining SEN.
The 2014 Code of Practice says that:
'A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

SEND at Bonsall CE VA Primary School.
Our objectives are:

- To identify and overcome, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves their full potential.
- To enable all children to participate in an accessible, broad and balanced curriculum which is appropriately adapted to suit each pupil.
- To value and encourage the contribution of all children to the broader life of the school.

- To work in partnership with parents/carers, acknowledging their importance and depth of knowledge about their child.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to Continuing Professional Development and advice to support quality teaching and learning and support for all pupils.

Identification of children at SENS (SEN Support).

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at Pupil Progress Meetings. Where children are identified as not making progress despite Quality First Teaching their needs are discussed with the whole staff and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers, starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

Parents sometimes ask staff to look more closely at their child's learning. Staff take all parental requests seriously and have a measured approach to addressing them. Frequently, the concern can be addressed by Quality First Teaching in partnership with parental support. The school will put in place appropriate strategies, personalised adaptations and/or interventions. If concerns still exist the child is placed at SENS on the SEN register. All decisions will be made in consultation with parents/carers.

Although the school can identify special educational needs and make provision to meet those needs, diagnoses are not given. Parents are advised to discuss concerns with their GP if they think their child may have ASD; ADHD or some other disability.

Issues which are not SEN:

It is important to point out the circumstances which are not classed as SEN, but which may hinder progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium funding.
- Being a 'Looked After' Child.
- Being a child of a Serviceman/woman.
- Having behavioural difficulties where an underlying cause has not been identified.
- Being identified as a 'vulnerable child'.
- Bereavement.

Working with Parents and Children

Staff aim to have good and informative relationships with all parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings which are held to discuss their child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents/carers to a meeting to:
formally let them know that their child is being placed at SEN Support.
discuss the results of assessments that have been completed.
agree a plan and provision for the next term.
This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' as required in the Code of Practice.
Depending on the appropriateness, the child may be invited to attend all or part of the meeting.
Records are kept of these meetings and copies are available for parents.
Thereafter, parents and children are invited to a meeting three times a year to review progress made; set targets and agree provision for the next term.

Paperwork for children at SEN Support (SENS).
Once a child has been identified as needing SEN support the following paperwork is completed:
Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is usually completed with the child and parent and acts as a guide to support planned meetings. The information may be updated during the year.
Termly, at Progress Meetings, progress is reviewed and views recorded. The plan records specifics and outcomes for the child to achieve, together with the personalised provision (which may be 1-1 or in a small group) that is put in place to enable the child to achieve set targets.

Moving to an EHCP (Education, Health and Care Plan).
If a child fails to make progress, in spite of high quality, targeted support at SENS, staff from Bonsall CE VA School may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

1. the special educational needs of a child cannot reasonably be provided for with resources normally available to children within the mainstream setting.
2. the child has a disability which is lifelong and which means that they will always need support to learn effectively.
3. the child's achievements are so far below their peers that staff think it likely that the child may at some point benefit from special school provision.
4. there are external professionals supporting the child and it is important to formalise a shared vision for the child.
5. the child is 'Looked After'; has specific learning needs and is therefore additionally vulnerable.

Children, who staff think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.
If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their wishes and aspirations as well as the barriers they face. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting and state the desired outcomes.

Teaching and Learning.
We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently within the classroom setting. In addition to Quality First Teaching and identified needs the pupils have access to support programmes of intervention which are reviewed half termly.

Role of the Learning Support Assistant.
When allocating additional LSA (Learning Support Assistant) support to children, the focus is on outcomes: staff aim to put in appropriate support to enable the child to reach their challenging targets without developing a learned dependence on an adult.
All staff at Bonsall CE VA Primary School have the opportunity to access further training in order to better deliver interventions, thus achieving the best of outcomes for all children.
The school has a range of interventions available. When considering an intervention, staff look first at the child's profile of learning in order that they can select the intervention which is best matched to the needs of the child.
Targets for children at SENS are written with the shared aspirations of the child, parents and school in mind but are broken down into smaller steps to ensure they are achievable on a termly basis. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the whole staff through Progress Meetings.
Interventions are planned for a time specific period. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to change to a new intervention, or to allow the child to demonstrate their transfer of skills within the whole class environment.
All teaching staff monitor interventions to evaluate their effectiveness through Pupil Progress Reviews.

Adaptations to the Curriculum, Teaching and Learning Environment.
Bonsall CE VA School is a Victorian building with internal steps. Adaptations to the school environment have been made to meet the needs of individual pupils and carers. The school works closely with support staff from external agencies. Adaptations to the physical environment are made, as appropriate, to accommodate children with additional needs successfully.
All of our classrooms are inclusion friendly; we aim to teach in a way that will support all children with all of our pupils being taught to be accepting and inclusive. This is a strength of the school.
All children access the full National Curriculum, and staff recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified or extended and made more challenging and accessible by using visual, tactile and concrete resources.

Access to Extra-Curricular Activities.
All children have equal access to Breakfast Club and After School Clubs which develop engagement with the wider curriculum. Where necessary adaptations are made to meet the physical, medical and learning needs of the children. Class trips are part of the curriculum and staff aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise.
All staff have access to advice, information, resources and training to enable them to teach and support all children effectively. We offer training opportunities through access to in-house and external training with provision of books and guidance towards useful websites and other materials. We have good links with a range of external agencies with specific areas of expertise and we utilise these services where behaviour is not classified as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a referral for support from the Family Support Worker and pastoral staff within COGS. This would

allow the family to gain support through the process of meetings which identify desired outcomes and how these outcomes can best be achieved.
The school is able to access or buy-in additional expertise from the Local Authority, where appropriate.
The school is part of the Anthony Gell Cluster (COGS). Staff from all involved schools liaise and provide each other with advice, support, areas of expertise and resources.

Children with Social, Emotional and Mental Health Needs.
Bonsall CE VA Primary School is a Forest School where, with a combination of freedom and responsibility, the aim for those children with little confidence and emotional difficulties is to ensure they access opportunities to encourage independence, self esteem and a positive attitude towards learning.
If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to the Children and Adolescent Mental Health Service (CAMHS) or other specialist.
If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills interventions. These are delivered by LSAs who develop good, trusting relationships with the children and advised by staff from external agencies or delivered by professionals from external agencies.
All children's behaviour is responded to consistently in line with our Behaviour Policy; reasonable adjustments are made to accommodate individual needs.
The school has a zero-tolerance approach to bullying. Staff will actively investigate any allegations and, if there is cause, support will be planned for both the bully and the victim to improve their social interactions and skills.

Transition Arrangements.
We understand how difficult it can be for some children and parents as they move into a new class or into a new school.
There is a transition programme for children entering the Foundation Stage at Bonsall CE VA School. Staff plan according to the individual needs of the child to make transition between classes and settings as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher and additional staff.
- Additional visits to the classroom environment/school.
- Provision of additional time for children in small groups and on a 1:1 basis so that they are able to express and address their concerns.
- Taster Days for children who transfer to Bonsall CE VA School mid-phase.

Enhanced transition arrangements are tailored to meet individual needs. Staff have strong links with the local feeder secondary schools. Additional links occur with Anthony Gell School, through the termly Cluster Meetings. There are transition programmes in place for the summer term of Year 6 but, in addition, there are also events that take place within the secondary schools for children across their primary phase. Opportunities are organised which enable teachers and pupils from Anthony Gell School and the other local secondary schools to work with children when completing different projects. Successful links are forged for the pupils.

Governors.
It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.
There will be regular communication between the SENCO and the Quality of Education Sub-committee.

Complaints
The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.
Any complaint is taken seriously and heard through the school's Complaints Policy and Procedure.

The Local Offer.
The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years, across Education, Health and Social Care.
Information regarding all aspects of provision and Derbyshire's Local Offer is available from the website www.derbyshiresendlocaloffer.org

The SENCo of Bonsall CE VA Primary School is Miss Kelly Burton who offers training, advice and shares resources with staff.

September 2026.