



Be the Best You Can,
Guided by God

Our four Christian values that guide us

LOVE
HONESTY RESPECT
RESILIENCE

BOLNEY CEP SCHOOL

Special Educations Needs and **Disabilities Policy**

Reviewed	Autumn 2025
Next Review	Autumn 2026

Our Whole Child Vision:

Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish. Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

This vision has grown from our belief in the Bible verse:

"Do for other people what you want them to do for you."

Luke 6:31 International Children's Bible

Bolney Church of England Primary School



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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES **POLICY**

Code of Practice and Children and Families Act September 2014

This policy will be reviewed by the Governors as part of their cycle of policy review, or in response to additional guidance from the Department for Education.

Rationale/Aims

Bolney Church of England Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe all children, including those children identified as having 'special educational needs' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We also believe that all children are entitled to an education that enables them to make progress so that they can achieve their best and become confident individuals living fulfilling lives.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe. We aim to develop cultures, policies, and practices that include all learners. Our approach will engender a sense of community and belonging and will offer new opportunities to learners who may have experienced previous difficulties.

Purpose

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disabilities, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners of all ages
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the Local Authority, Previously Looked After or adopted
- Learners with medical or mental health needs affecting learning
- Learners who are young carers
- Learners who are in families under stress
- Any learners who are at risk of disaffection or exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, or emotional or social development.

At Bolney Primary School we aim to identify these needs as they arise and provide quality first teaching and learning contexts which enable every child to access the curriculum and achieve their best possible outcomes.

Roles and Responsibilities:

The Headteacher has responsibility for the day-to-day management of all aspects of the school, and the SENDCo is responsible for co-ordinating and monitoring the SEN provision for children with additional needs. The Headteacher/ SENDCo keeps the Governing Body informed. The class teachers have the responsibility for ensuring they are delivering high quality teaching that is adapted and personalised to meet the individual needs of the children in their class. The class teacher and SENDCo will know precisely where children with SEND are in their learning and development.

They will:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and have the required impact on progress.

How we define Special Educational Needs and Disabilities (SEND):

‘A child of compulsory school age has a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

‘Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.’

Having SEND may mean that a child has difficulties with:

- all schoolwork
- reading, writing, numbers or understanding information

- expressing themselves or understanding what other people are saying
- making friends or relating to adults
- having social and emotional difficulties that impact on their behaviour in school or at home
- organising themselves
- sensory or physical needs that affect them accessing aspects of school

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication & Interaction
2. Cognition & Learning
3. Social, emotional and mental health
4. Sensory and / or physical

A child does not have learning difficulties just because English is not their first language.

Our objectives:

- Use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet children and young people's SEND and ensure every lesson counts.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To foster every child with a strong sense of self-belief and the 'I can' attitude to all they undertake in school.
- To ensure the views, wishes, and feelings of the child are discussed and taken into account when making decisions and to involve them in the planning and decision-making process.
- To ensure the child's parents are given the opportunity to participate as fully as possible in decisions and that they are provided with the information and support necessary.
- Do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.
- To ensure we focus on inclusive practice and endeavour to remove barriers to learning.
- Regularly review how expertise and resources used to address SEND, can be used to build the quality of whole-school provision as part of their approach to school improvement.

- Identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Teachers will set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets to support pupil's progress in their learning.
- A child's potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned and adapted to address potential areas of difficulty and to ensure success.
- To ensure all relevant national guidelines are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

How we coordinate SEND provision in our school

The SENDCo will monitor and respond to SEND provision and issues through:

1. Termly pupil progress reviews with teachers and Teaching Assistants (TAs).
2. Monitoring planning and teaching.
3. Classroom observations of pupils
4. Discussions about the needs of individuals with parents, teachers, support staff and outside agencies.

For those children on our SEND need list, staff will track the support a child receives through a Graduated Approach Form. Support on this may include small group interventions or pastoral support e.g. Learning Mentor Support and Daily Downloads.

For those children on the SEND register (including those who have an EHCP) targets arising from Individual Learning Plan (ILP) meetings will be used to inform and support whole class approaches to inclusion e.g. adapted and personalised teaching, varied teaching styles to cater for the preferred learning style of the child.

SEND support is primarily delivered by the class teacher through adapted teaching methods. Additional support is provided by Teaching Assistants throughout the school and this work is overseen by the SENDCo. In some cases, the SENDCo may work with individuals or groups of children in their role as specialist teacher. This is funded from the

school's annual budget. Additional support is funded through individual allocations from the LA although this may change in line with budget constraints.

Class teachers, the SENDCo, teaching assistants and Outside Agencies liaise and discuss progress, the effectiveness of interventions and that the expectations of pupils with SEND are sufficiently high in order to inform reviews and forward planning.

Identification and Assessment, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. For those children experiencing difficulties with learning, additional support or adaptations to the learning will be provided. This may or may not be immediately shared with the parents, depending on if the issue is quickly resolved.

The school's monitoring system uses information from the following:

- Baseline assessment on entry
- progress measured against the National Curriculum age related expectations and /or other assessment criteria
- standardised screening and assessment tools
- observations of emotional and social development (and the impact of this on a child's behaviour)
- Education and Health Care Plan (EHCP)
- assessments by a specialist service such as Educational Psychology or Speech and Language, identifying additional needs
- another school or LA which has identified or has provided for additional needs

This information gathering may include an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Meeting notes will be added to CPOMS.

Consideration of whether special educational provision is required, will start with the desired outcomes for the pupil, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different, or additional, is required.

A clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes. Where it is decided that a pupil does have SEND, the decision should be recorded on BromCom (schools' information system) and the pupil's parents will be informed.

Where a pupil is identified as having SEND (and therefore will be listed on the SEND register specifying the SEND category being focused on and listed as 'School support'), action will be taken to adapt learning and put effective special educational provision in place. This SEN

support will take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach**- Assess, Plan, Do, Review.

SEND Support- Assess

In identifying a child as needing SEND support, the class teacher - working with the SENDCO - should carry out a clear analysis of the pupil's needs. Teachers will complete a 'First Observation' form, which will be the basis of a conversation between the teacher and SENDCO looking at strength and need. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Outside professionals from health, education or social services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them with parental agreement.

SEND Support- Plan

The teacher and the SENDCO will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. If adjustments are deemed outside of Quality First Teaching (as stated in the OAIP), a child will be added to the SEND register and support will be recorded on an ILP.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded in the Pupil Progress meeting notes and where appropriate shared on CPOMS.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be made aware of the planned support and interventions and, where appropriate, will seek parental involvement to reinforce or contribute to progress at home.

SEND Support- Do

The class teacher will remain responsible for the child. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

SEND - Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly during Pupil Progress meetings and teacher's data collection.

The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. The SENDCo has access to specialists and outside agencies, for example:

- Dedicated Schools Team (formerly known as Early Help)
- WSCC Learning Behaviour Advisory Team (LBAT) and Autism Social Communication Team (ASCT)
- Educational Psychology – Annual Reviews
- Speech and Language Therapy
- School Nurse
- Child Development Clinic
- Community Mental Health Liaison Team (CMHL/CAMHS)

Specialists may be involved at any point to advise on early identification of SEND and effective support and interventions. A specialist's involvement will be requested where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child. Copies of any reports will be shared directly with parents and staff.

The SENDCo and class teacher, together with the specialists, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs Assessment

School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite quality first teaching and a period of effective support (up to two terms and in excess of £6000 worth of provision) and interventions using the graduated approach, in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care Plan (EHCP) plan for the child. An EHC Plan should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health and Care Plan

A child who has an Education, Health and Care plan will continue to have arrangements as for School Support and receive additional support provided using funds available through the EHCP.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the support and provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

All families with an approved Education, Health and Care Plan will have a legal right to request a personal budget, if they choose. Parents can directly buy in the support identified in the plan. Parents will be given a choice of whether to take control of the personal budget by agencies managing the funds on their behalf or, where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves.

Working in Partnership with parents and pupils

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parent/carers will be involved at all stages of the education planning process. The class teacher meets all parents/carers whose children are being recorded as having additional needs. The SENDCo can attend these meetings if the school or the parent thinks this is appropriate. Clear outcomes will be set and a discussion about the activities and support that will help achieve them. The responsibilities of the parent, the pupil and the school will be identified. It will be an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

Children with an EHCP will have their targets recorded on an Individual learning Plan (ILP). The plan will include targets to work towards at home and parents/carers will be involved in giving their views on how well the child has progressed towards them as well as contributing their suggestions for new targets. ILPs and reviews will be copied and sent to parents/carers after meetings.

Where appropriate, ideas and materials for supporting learning at home will be discussed with parent/carers and distributed on request.

Parents/carers' consultations in the Autumn and Spring term provide opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened however, parents/carers are able to raise any concerns about communication by contacting the Headteacher.

Linking with other schools

Early Years Foundation Stage (EYFS) staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo may contact the school to further discuss the child and previous provision.

Transition arrangements for our Year 6 pupils is managed by the classteacher. Extra visits to the Secondary school may be arranged and co-ordinated if it is felt to benefit the child's smooth transition and to familiarise them with key staff members e.g. the Learning Mentor/pastoral support staff or Special Needs Department.

Access to the Environment

Bolney Church of England Primary School is a single site school on one level and can be accessed via a ramp at the rear of the school or through the main entrance.

There is one accessible toilet facility.

We have made sure that there us good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions, within the constraints of our premises, so that the effects of hearing difficulties are minimised for example part carpeting, blinds and quiet areas.

Children requiring equipment due to a disability will be assessed in order to gain the support they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Access to learning and the Curriculum

The school will ensure that all children have access to a balanced and broadly based creative curriculum and that the subjects being taught are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring/talk buddies and collaborative learning.

Adaptation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.

The school will ensure that the curriculum and extra- curricular activities are barrier free, as far as possible, and do not exclude any pupils.

Bolney Church of England Primary School tries to make all trips inclusive by planning in advance and using accessible places.

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate and in line with the EHCP.

Access to information

All children requiring information in formats other than print have this provided.

We adapt printed materials so that children with literacy difficulties can access them or ensure access by pairing children/peer support/ adult support.

We provide alternatives to paper and pencil recording, such as use of the iPad, where appropriate or provide access through peer/ adult scribing.

Bolney Church of England Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, videoing, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission Arrangements

Please see our current Admission Arrangements Document.

Admission into EYFS is full-time following a settling period in September. Parents with children starting in EYFS have the option to send them in part-time until the term in which they turn five.

Prior to starting school, parents/carers of children with an EHCP will be invited in to discuss the provision that can be made to meet their identified needs.

Incorporating disability into the Curriculum

The RHE (Relationships and Health Education) Curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs and come from a disability equality perspective. Priority is given to the ordering of books with positive images and a positive portrayal of disabled people.

Terminology, imagery and disability equality

The school is aware of the impact of language on children within the school. We work with children to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs or disability under our Positive Behaviour Policy.

We also try to make sure we have positive images of disabled children and adults in displays and resources.

We aim to make optimum use of RHE or Religious Education lessons for raising issues of language and other disability equality issues.

Listening to all children

Bolney Church of England Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have regular RHE lessons throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews/target review meetings, through preparation and making the information and meeting itself accessible and child friendly.

Evaluating our attainment for SEND pupils

Every year, we analyse the data we hold on attainment at the end of each Key Stage against national expectations and outcomes. This contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. This ensures we improve the school.

The SENDCo will regularly provide information to the governing body as to the numbers of pupils receiving special educational provision at monitoring, school support stage, Statement/EHCP as well as any pupils for whom an Education, Health and Care Needs Assessment has been requested. The Headteacher will report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

SEND and Inclusion is a regular item on the Curriculum agenda and is reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENDCo will meet with the SEND and /or Safeguarding governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Raising your concerns

If a parent has a concern about the provision or the policy they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can raise their concern formally with Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office.