Bridport Primary School

Special Educational Needs Policy

<u>Anna Reeve</u> Chair of LSC

Adopted on October 2026

This policy will be reviewed annually on or before 1st October 2027

1 Aims

1.1 The vision of Initio Learning Trust is ‘Enabling everyone to flourish in our communities and beyond’.

1.2 All academies within Initio Learning Trust share common values. These are that we belong to a family of schools working closely together, supported by an experienced team; that we are ambitious in our drive for educational excellence, offering outstanding opportunities for our pupils and our staff and that we respect all of our pupils and staff and invest in every member of our community.

1.3 Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.4 Bridport Primary School shall ensure that:

- the special educational needs of pupils will be addressed and pupils will not be disadvantaged by any policy or procedure operated within the school or the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs / disabilities and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs / disabilities in order to achieve agreed outcomes;
- It has a Special Educational Needs Co-ordinator (SENCo). The SENCo will maintain and regularly review the SEN records held in respect of an individual pupil and co-ordinate their support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCo or other appropriate professionals and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

1.5 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2 Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A Child or Young Person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

3 Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the Local School Committee and remain under constant review by the SENCo and their line manager.

3.2 Bridport Primary School will appoint a governor with responsibility for SEN. The SEN Governor will raise SEN issues at governing board meetings; monitor the quality and effectiveness of SEN provision within the academy and work with designated senior leaders to develop the SEN policy and provision.

- The Head Teacher will work with the SENCo and SEN Governor to develop the SEN policy and provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.

- The SENCo will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.

- Class / subject teachers are responsible for the progress and development of every pupil in their class and will work with the SENCo and other professionals to ensure the "assess plan do review" cycle is appropriately implemented to support any pupil with SEND.

3.3 Bridport Primary School will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.4 Parents of pupils with SEN will be able to discuss the needs of their child with their child's tutor, subject teacher or other member of staff with responsibility for progress.

4 Identification & Assessment of SEN

4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCo to make sure appropriate provision is continued.

4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder early years settings, in the summer term, before students start at the school. If necessary, a pupil passport / learning plan will be drawn up for each student with SEN.

4.3 On entry to secondary provision, pupils are assessed and the data from these tests is then analysed by the SENCo and other staff members to identify any potential areas of need. Pupils may then be added to the SEN register in line with the Code of Practice guidance for SEN.

4.4 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas. If a pupil has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the pupil, setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCo may be informed.

4.5 At this point, information will be gathered. Staff will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil, where appropriate, will be involved in sharing

information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A pupil passport/ tracker will be drawn up by staff with copies shared with all staff concerned with the pupil's progress.

4.6 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENCo, who will collate information to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress then internal support will be implemented in accordance with graduated response.

4.7 In all cases, where internal support is not effective in supporting the pupil, a referral to a relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.

4.8 If there are no concerns regarding the pupil's academic progress then the school will ensure appropriate differentiation continues in the classroom and interventions are put in place, if appropriate.

4.9 Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.

4.10 All staff teaching pupils on the SEN register will be made aware of the individual needs. Senior and Middle leaders will help teachers, when required, to develop techniques to support differentiation and ensure that appropriate resources are available as part of the school's Continuing Professional Development (CPD) Programme.

5 Reviewing

5.1 Data collated during the school reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEN interventions delivered outside the classroom have appropriate targets set to ensure that progress is made. These are recorded using Pupil Passports and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCo may refer to a specialist services such as an Educational Psychologist or a specialist teacher.

5.2 If a pupil has an Educational Health Care Plan (EHCP), an annual review is held in accordance with legal requirements.

5.3 If, as a result of appropriate progress, a pupil is removed from the SEN register, the pupil will continue to be monitored through the school's data reporting programme.

5.4 **Policy Links**

This policy should be read in conjunction with:

- SEN Information Report (updated annually and available on the school's website)
- Equality Act Statement, Equality Objectives and Equality Information
- Accessibility Plan
- Supporting pupils at school with medical conditions
- Any other policy that applies to the pupil