Badger Hill
PRIMARY SCHOOL

Special Educational Needs

&

Disabilities Policy

'Fairness is not giving everyone the same thing. Fairness is giving each person what they need to succeed.'

Reviewed: September 2025 Next review: September 2026

Agreed at LGC

COMPLIANCE - This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 July 2014 – Updated 2015. (CoP)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stages 1 and 2 (July 2014)
- Safeguarding Policy 2025-26
- Safeguarding disabled children 2019 (Updated versions to be added)
- Accessibility Plan 2025
- Teachers Standards 2012
- Section 69 of the Children and Families Act 2014

The SEND Coordinator is Mrs Sara Goddard, who can be contacted via the school office or email: senco@badgerhill.pmat.academy. Mrs Goddard has the National Award for SEN (NASENDCO Award)

The SEND governor is Mr John Sharpe.

Our Philosophy

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

At Badger Hill Primary School, we strive to create a stimulating and caring environment that respects and celebrates the individuality and contributions of each member. Our approach is to create a happy and welcoming ethos and to make learning purposeful and challenging. We work in partnership with parents/carers, develop links with the community and encourage everyone to achieve their full potential. It is embodied in our school ethos: *Together we will grow* and school values, in which all children can: *Achieve, Believe and Create.* We have high expectations for all our pupils, including those with additional needs, and our role is to support everyone to succeed. We believe that all children have the right to access a broad and balanced curriculum that is targeted to ensure they achieve their full potential. Through adaptive teaching, we strive to ensure that the needs of all learners are met. This does not mean that we treat all learners in the same way, but we tailor the pupils' educational experiences based on their strengths, needs, interests and life experiences. We offer equity for all.

At Badger Hill, we promote educational inclusion and equal opportunities for all learners, whatever their age, gender, ethnicity, attainment, and background. We ensure that we provide the correct tailored provision for the achievement of all different groups of learners.

- Girls and boys
- Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language
- Learners with SEND
- Those who are in the care of the Local Authority
- Families who are need of extra support, or who are young carers
- Learners who are at risk of exclusion
- Learners who are joining our school for a short period of time

This policy explains how we meet the needs of children who experience barriers to their learning, and comes under the umbrella term of Special Educational Needs and Disabilities. These barriers may come in the form of difficulties with communication, cognition and learning; difficulties with sensory or physical impairments and/or social, emotional or mental health.

Aims and Objectives

The aims of this policy are:

- To identify a child who has needs at the earliest point and then ensure effective provision is in place (COP 6.11)
- To create an educational learning environment that meets the special educational needs of each child.
- To ensure that pupil and parental voice are paramount in the process, as outlined in the code of practice (COP 1.1)
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum through differentiation, as required.
- To ensure children have gained the basic skills in English & Maths and social independence to help prepare them for Secondary School.
- To have regard to the DfES SEND Code of Practice 2014 (Updated 2015); The Special Educational Needs and Disability Act 2001; Disability Equality Duty (the Duty) 2005.

A graduated approach

Class teachers need to be at the heart of the graduated approach, driving the movement around the four stages of action with the support, guidance and leadership of the SENDCO and, where appropriate, other specialist staff. Parent and pupil voice take part of this cycle.

Identification of special educational needs

What is SEND?

A child is defined as having Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made, or if the pupil finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

a) Has significantly greater difficulty in learning than the majority of children of the same age.

b) Has a disability, which either prevents or hinders the child from making use of the educational facilities that are provided for children of the same age in a mainstream school.

C) Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

As an inclusive school, we provide support for children whose needs fall into any of the four broad areas of SEND need:

- Communication and interaction: speech, language and communication needs, ASD, including Asperger's Syndrome and Autism.
- Cognition and learning: Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Specific Learning Difficulties including dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs: visual impairment, hearing impairment, multi-sensory impairment, physical disability.

Making decisions

In order to make decisions about a child's level of need, both the SENDCO and class teacher use the York Council Banding Thresholds. These documents describe good

practice and entitlement across all areas of need. They aim to ensure clarity, consistency and transparency for schools, parents, practitioners, the Education, Health and Care Plan Panel, and the equitable use of finite resources.

These documents can be accessed online at: https://www.york.gov.uk/info/20166/special_educational_needs_and_disabilities/1445/banding_thresholds

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored through regular pupil progress meetings.
- Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide adaptive teaching and learning strategies that will aid the progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The strategies applied should enable the child to access quality first teaching where possible.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. The graduated response will come into place and an assess, plan, do and review cycle will begin.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

During the identification process we will:

- Listen to the concerns of you, the parent and your child
- Plan any additional support the child may need.
- Discuss with you (the parent) any referrals to outside professionals to support your child.

Once SEND has been identified the child will be placed on our SEND register and provision will be detailed on an individual SEND plan and class school provision map.

Whole school and individual provision

The school will:

- Track progress through pupil progress meetings and share concerns with parents to facilitate early identification of pupils with SEND, considering what is expected for a child at that stage of development.
- Ensure the needs of all pupils are being met effectively through personalised learning and by using the Assess, Plan, Do, Review Cycle.
- Listen to the viewpoints of pupils and parents and involve them in decision-making at all levels.
- Provide Continuing Professional Development (CPD) opportunities for all staff to enable an improvement in provision for pupils with SEND.
- Work closely with the Local Authority and other Outside Agencies.
- Ensure that the curriculum provision for SEND learners is planned at a subject leader level for all subjects.

The Class Teacher will:

- Regularly assess children using school procedures to identify gaps in learning and track progress.
- Ensure Quality First Teaching - Lessons will be tailored using adaptive teaching, taking account of needs and areas of development, including those of pupils working below National Curriculum standards.
- Assessment will feed into the individual SEND action plan. This plan will detail the area of need/concern, and specific SMART targets as well as outlining how these targets will be met.
- Provide guidance for and resource intervention groups, taking responsibility for outcomes.
- Be fully accountable for Pupil Progress through Pupil Progress Meetings and Teacher Appraisal.
- Keep records of additional and different provisions and interventions.
- Information regarding the level of support should be provided to inform the teachers' assessment of work completed during intervention sessions.
- Work closely with support staff including teaching assistants in order to link support and interventions to class teaching.
- Consider advice provided by the SENDCo or other outside agencies in developing resources, teaching strategies or approaches.
- Review and update each child's targets on the individual action plan at least once a term, meeting with parents and pupils where appropriate to decide outcomes.
- Provide information for EHCP or SEND support review meetings.

Teaching Assistants will:

- Support the delivery of high-quality, adaptive teaching in the classroom, working in partnership and under the leadership of the class teacher.
- Actively promote the development of independent learning skills and resilience.
- Deliver interventions under the guidance of the class teacher or SENDCo.
- Select and prepare appropriate resources under the guidance of the class teacher or SENDCo.
- Provide feedback and reports on pupils' responses and progress, suggesting and adapting work plans as appropriate.
- Provide specialist support for pupils as appropriate.
- Have access to Continuing Professional Development.

The SENDCo will:

- Be a qualified teacher working at Badger Hill Primary School.
- Mrs Sara Goddard is the school's designated Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Have the national qualification of NASENDCo Award or be currently studying for it.
- Collaborate and meet regularly with the Headteacher, Mrs Vicky Whittingham and the designated SEND Governor – John Sharpe to determine the strategic development of SEND provision within the school.
- Work with teachers to ensure early identification of specific needs.
- Have day-to-day responsibility for the operation of the SEND policy and coordinate provision.
- Organise, plan and liaise regular meetings to review EHCPs or Sen support plans as needed.
- Liaise with and advise Class Teachers, 1:1 Assistants and Teaching Assistants.
- Liaise with outside agencies to ensure that pupils with SEND receive support and high-quality teaching.
- Coordinate provision for pupils with SEND.
- Support staff in liaising with parents/carers of pupils with SEND.
- Liaise with Early Years providers, other schools, EP's, health or social care professionals and independent or voluntary groups.
- Be a key point of contact with external agencies, including the Local Authority and its support services.
- Liaise with potential next providers of education to ensure smooth transition procedures are in place for pupils and their families.
- Work with the Headteacher and Governors to ensure that the school meets its responsibility under the Equality Act (2010).

- Ensure all documentation and records relating to pupils with SEND are kept up-to-date.
- Monitor the effectiveness of the provision and evaluate the effectiveness of the policy.
- Maintain an up-to-date report to parents.

The School's Governing Body will:

- Ensure all procedures are carried out in accordance with the 2015 Code of Practice and the 2010 Equality Act.
- Work with the Head Teacher and SENDCo to develop and monitor the school's SEND policy and provision for children with special educational needs.
- Identify a Governor to have specific oversight of the school's provision for SEND. This Governor is Mr John Sharpe.
- Be fully aware of the school's SEND Provision, including the deployment of funding, equipment and personnel.
- Understand and support the principles and practices outlined in the SEND Code of Practice 0-25years (2015).
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Ensure that SEND is an integral part of the school improvement plan.

The Headteacher will:

- Ensure that planning, teaching and learning are monitored to ensure the different needs of the pupils are being met.
- Discuss the progress of pupils with SEND at Pupil Progress meetings which take place with teachers.
- Discuss the progress and levels of need of pupils with SEND at Planning Meetings with the SENDCo, Educational Psychologist and other relevant external agencies on a termly basis.
- Oversee the allocation of human and financial resources to ensure the needs of pupils with SEND are being met.
- Ensure that SEND is an integral part of the school improvement plan.

Pupils will:

- Be encouraged to give their views whenever it is appropriate e.g. When reviewing EHCPs or SEND support plans.
- Be encouraged to say what they are good at and what helps them to learn.
- Be given opportunities to say what they want for the future.
- Participate in their learning by understanding their own targets created by the class teacher.
- Have access to all areas of wider school life
- Access a broad and balanced curriculum

Parents will:

- Be consulted and given opportunities to share their views and be an integral part of the ongoing Assess, Plan, Do and Review process.
- Use available guidance from staff to support their child at home.
- Work in partnership with the school and other agencies to ensure that the voice of their child is represented.
- Parents will be informed about the work and support of the local authority parent partnership service and independent parental supporters (code 2.11). Parents will be encouraged to look at the CIty of York Local Offer.

  https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer

Assessment:

- The SENDCO monitors the movement of children within the SEND system in school.
- A regular SEND update is provided to staff and governors with summaries of the impact of the policy on the practice of the school
- The SENDCO is involved in supporting teachers involved in drawing up action plans for children. The SENDCO, Deputy Head teacher, class teacher meet via pupil progress meetings to review the impact of the SEND strategies in place.

- The SENDCO and the named governor, John Sharpe, with responsibility for special needs also meet regularly.

- The governing body reviews this policy annually and considers any amendments in the light of advice from the LA before the policy is then ratified by the Governing Body.

Responsibilities of the governing body

- The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

- The governing body works hard to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

- The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

- The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the John Sharpe.

- The SEND Governor, John Sharpe, on behalf of all governors looks at the school's SEND provision, including the deployment of funding, equipment and personnel.

Admission arrangements

All children with special educational needs have the right to be educated in a mainstream school.

We work closely with the local authority (CYC) to follow the consultation procedures and guidance along with our own admissions process.

Concerns or questions

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs Co-ordinator (SENDCO) – Mrs Goddard
- The Headteacher – Mrs Whittingham, is available to discuss any concerns that you may have.