

Special Educational Needs and Disability Policy: Balliol Primary School



May 2026

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Balliol Primary School

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SEND Policy

School: Balliol Primary School

May 2026



Introduction

At Balliol Primary School we value the abilities and achievements of all pupils.

We believe that every child should have an equal entitlement to experience a broad and balanced curriculum including the Foundation Stage and National Curriculum that is matched to the needs of the individual and provides for each pupil the best possible environment for learning.

Compliance

This SEND policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) code of Practice, Keeping Children Safe in Education and working together to improve school attendance. This policy and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
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- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCos) and the SEND information report.
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- Equality Act 2010; which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- SEND Code of Practice 0-25 Sept 2014
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- Advisory Guidance on Mental Health and Behaviour in School November 2018
- Safeguarding Policy
- Accessibility Plan

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, accessibility, medical assessment and curriculum policies.

This policy is easily accessible via the school's website - under 'Key Information' tab and selecting 'SEND'. It aims to demonstrate our vision for valuing families with SEND and outlines our structures and provision currently in place for pupils with SEND, reflecting services available within Bedford Borough's 'Local Offer'.

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

In Bedford the Local offer is named the [Bedford SEN and Disability guide](#) (which can be viewed at www.sendguide.bedford.gov.uk).

We have produced our own contribution to the local offer 'Balliol Primary School Local Offer', found on the above website and also on our school's website. It aims to provide answers to common questions about

what we can offer at Balliol Primary School in line with Bedford Borough's services and how families are involved in the processes.

All parents are also invited to look at our Balliol Primary School 'SEND Information Report' which aims to clearly outline the most up-to-date information on what is being delivered currently for pupils and families with SEND here at Balliol, in conjunction with the Bedford Borough Local Authority services, and is published on the school's website.

Our SEND Policy, Local Offer and SEND report are reviewed annually in light of the changing needs of our pupils and local and national procedures for SEND.

Defining Special Educational Need and Disability

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 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.*

- All children are closely monitored, and their progress tracked each term. The majority of children's learning needs should be addressed by quality first teaching that is well-differentiated and considers barriers to learning for the pupils in the class (section 5 of Teaching Standards). Children who require support that is 'additional to or different from' this to progress, or require extra provision to work on recommendations as given by experts (for example speech and language daily practice), are categorised as needing SEN support. Those pupils designated as Special Educational Needs Support are additionally tracked by the SENDCo, who is responsible for the monitoring of the whole school provision, and supports the class teachers in the 'graduated approach' cycle of support for these pupils.
- Statements have been replaced by Education, Health and Care Plans (EHC Plans) which draw together a range of professional services and expertise to provide a comprehensive personalised plan that can be used to support children in education from birth to 25 years. These are regularly reviewed in conjunction with education staff, SEND officers, all relevant expertise providers and the family.
- Any child or young person may have a 'disability' if they have a physical or mental impairment which has a long term (more than 12 months) or substantial adverse effect on their ability to carry out normal day-to-day activities.
- Any person acting as a SENDCo in school, must achieve the SEN National Award within 3 years. At Balliol Primary School the SENDCo has obtained this award and actively continues to develop their role through attendance at Bedford Borough's SEND panels, Bedford Borough PSG's as well as local and national conferences and courses. We also use external advice services.

Four Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Balliol Primary School is an inclusive school, with pupils on our SEND register reflecting needs from across all the categories above.

Where it is jointly decided with parents that an alternative specialised provision would be in the best interests of the pupil, the school works with the Local Authority and parents to find and support a transition to another setting.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

SEND at Balliol Primary School

SEN Mission Statement

At Balliol Primary School we value the abilities and achievements of all pupils. We believe that every child should have an equal entitlement to experience a broad and balanced curriculum including the Foundation Stage and National Curriculum that is matched to the needs of the individual and provides for each pupil the best possible environment for learning. We maintain high aspirations of every child based on a clear understanding of current learning, current needs and emotional well-being.

We have children in all four categories of SEN. In each class there are children who have significant barriers to learning and who are unable to make progress even with usual classroom differentiation. These are children who need some provision that is 'different from or additional to' the provision made for the rest of the class.

A small number of children require access to a much individualised curriculum and will need significantly more help than the majority of children. Education, Health and Care Plans aim to bring together these three agencies, to work in collaboration, to meet the needs of children with Special Educational Needs and Disabilities (SEND). The education, health and social care needs of these children are captured in a one document. Children will also need an EHC Plan if they are ever referred to a Special School or other specialist provision.

Objectives:

The specific objectives of our SEND Policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met, academically, socially and emotionally
- To ensure that pupils with special educational needs and disabilities join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To help pupils with SEND fulfil their aspirations and achieve their best
- To promote effective partnership and involve outside agencies when appropriate

The success of the school's SEND Policy will be judged against the objectives set out above. The SEND Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

Meeting the requirements of the SEND Code of Practice at Balliol Primary School:

We work closely with parents and children to ensure that we take into account the views and aspirations of the child and the parents' views and aspirations for their child. Parents are invited to be involved at every stage of the planning and reviewing of SEN provision for their child and are encouraged to attend training and opportunities to find out more about what is on offer at the Borough for families with SEND (see Section 6).

All children benefit from 'Quality First Teaching'; this means that class teachers are responsible for assessing, planning for and teaching all children at a level which allows them to make the best possible progress. In addition, teachers and teaching assistants implement some focused interventions to target particular areas of development (such as with Play Therapy and Kaleidoscope Therapy).

For pupils who the class teacher, parents and SENDCo have identified as SEN (see Section 3), a 4-part 'graduated approach' cycle is followed (see Section 4) which involves regularly assessing and reviewing outcomes from interventions and strategies implemented, and then planning and delivering a new cycle of support. The targets set are made, shared and delivered by teachers, pupils, parents and additional recommendations from outside agencies if relevant. They are recorded and tracked in the form of termly (as a minimum) Personalised Learning Plans (PLPs), Speech and Language Plans (SAL) or Pastoral Support Plans (PSP – Behaviour focused targets).

We work hard to seek advice for and provide any 'reasonable adjustments' to cater for pupils considered to have a disability in school, including access to trips, and will not exclude any child with any difficulties relating to his/her disability.

Identifying Children (SEND support)

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Special Educational Needs Code of Practice. The process for identification of special educational needs is as follows:

- Information received from a previous school
- Observations made by parent, carer, teacher, TA
- Progress against Foundation Stage or National Curriculum benchmarks
- Termly Class/Year Group Assessments
- Completion of 'Baseline Learning Profiles'

If a pupil has been identified as having a special educational need prior to entering our school, appropriate staff will use information to provide an accessible curriculum that supports the child. Ongoing observations and assessment provides feedback about pupil achievement to support future planning. When teachers have identified pupils with particular needs, they will share baseline information with the SENDCo that outlines strategies applied and the current needs of the pupil.

Baseline Learning Profile:

Class teachers collect a range of evidence through the school's usual assessment and monitoring arrangements for all pupils. If this evidence suggests that a learner is not making the expected progress the class teacher will discuss this with the parents and complete a Baseline Learning Profile Form highlighting the areas of concern.

The Baseline Learning Profile form will be given to the SENDCo who will arrange for further investigation of the pupil's difficulties.

If the pupil requires additional and/or different provision, then a plan will then be created and discussed with the SENDCo, parents and class teacher.

A Graduated Approach to SEND Support

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had adapted good quality personalised teaching. It is the class teacher's responsibility to ensure the best possible progress and development of all children in their class, including where pupils are accessing support from teaching assistants and specialist staff.

- **High quality teaching, differentiated for individual pupils**

The SENDCo and Senior Leadership Team at Balliol Primary, offers teaching staff an approachable and experienced support team where teachers and teaching assistants can share ideas, ask for training and seek advice and support

to ensure that high quality teaching and any interventions being planned and delivered for all children in the class are as best as they can possibly be.

The SENDCo regularly provides training bites for teachers and teaching assistants and is proactive in securing training for staff working with individual pupil needs.

The Senior Leadership Team regularly reviews the quality of teaching for all pupils, including those at risk of underachieving at pupil progress meetings. If the child is still not making satisfactory progress and additional support or interventions are required then the class teacher will discuss the intervention to be put in place with either the SENDCo or Senior Leadership Team Member. In addition to these meetings the SENDCo monitors the teacher assessments of all children with SEND every term.

- **Assess-Plan-Do-Review**

All pupils placed on the SEND register are part of an ASSESS – PLAN – DO – REVIEW cycle which allows the school to monitor progress and impact of support effectively.

1. **Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Once a child is placed on the SEND register they will have either a Personalised Learning Plan (PLP), Speech and Language Plan or a Pastoral Support Plan (Behaviour) with personalised targets that have been discussed and agreed with the class teacher, parents and the SENDCo.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Any targets implemented on the Plan will be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Timed

The PLP (Personalised Learning Plan) will show the specific areas of concern; the targets to meet those areas of concern, the strategies to meet the targets and who will carry out the strategies.

The plan will be shared and explained to the pupil and everyone involved will be asked to sign the plan to show that everyone agrees with the action decided. The SENDCo will work with the class teacher and appropriate teaching assistants to ensure the implementation of the plan and the necessary targets.

Once a pupil has a plan they will be entered onto the School's Special Educational Needs list. The SENDCo will monitor the academic progress of these pupils by tracking their levels of progress through appropriate assessment tools and the termly reviews that are completed.

The SENDCo will share this information with members of the Senior Leadership Team as well as opportunities for concerns to be raised via 'Pupil Progress Meetings' which also take place termly. The information will also inform termly discussions between the Headteacher, Assistant Heads (SENDCo) and Class Teachers. In this way the SENDCo ensures the provision for pupil's with Special Educational Needs is always being addressed and reviewed.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants 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 teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

- **1:1 intervention or specialist advice**

If the review cycle shows that pupils need additional support and are still making little/no progress, then the Senior Leadership Team alongside the SENDCOs, explore the possible benefits of 1:1 adult support and other opportunities that may be available. In addition, specialist advice is sought. External agency and professional referrals may be made to access specific support.

We regularly work with an Educational Psychologist but often call upon the expertise of:

- Early Years Support Team
- Autistic Advisory Teacher
- Educational Psychology Team
- Early Help Assessment Team
- SEND Team
- Children and Adult Mental Health (CAMH)
- Mental Health Support Team (MHST)
- Speech and Language Therapist
- Play Therapist
- Hearing Support Team

In some cases, an Early Help Assessment (EHA) will be conducted to create a personalised plan which incorporates a range of access to professional advice and strategies to try.

The school nurse and other medical professionals visit the school to support us with providing appropriate provision for those pupils with medical needs.

Some of these services work directly with pupils, whilst others offer advice and strategies to teachers in supporting pupils. Permission is always sought from parents before an external specialist is involved with their child and they will provide feedback on their work and/or advice to the parents.

If a pupil is at risk of 'Exclusion' it is the school's policy to seek advice from the Inclusion Officer. In extreme circumstances the Headteacher will make the decision to exclude a pupil for either a fixed period or permanently.

Occasionally the school may need to make use of other agencies, which might include:

- Social Services
- Education Welfare
- Child Protection

- Health Service
- Early Help Assessment

Professionals, parents and SENDCos review and amend each plan and provision with a 'Team Around the Family' (TAF) meeting every 6 weeks.

Parents and carers are involved in every step of the review cycle and will be kept informed of any interventions or support available to their child before they are placed on the SEND register and continually thereafter.

- **Moving to an Education Health Care Plan (Formally Statement of Special Educational Needs)**

In certain circumstances where pupils are still not making adequate progress in response to the interventions in place, the school may decide to apply to the Local Authority for an 'Education Health Care Plan'. An EHC plan is needed when a pupil has demonstrated significant cause for concern and the provision or provisions has not been enough to cater for the needs of that pupil.

Submission of the request for Statutory Assessment is the SENDCo's responsibility along with the Class Teacher's support of providing the necessary evidence. If the Local Authority grants a pupil an EHC plan, the pupil may receive funding to support provision for their individual needs. The EHC plan identifies clear objectives and provision to meet the needs of the pupil which everyone involved with the pupil are legally obliged to adhere to.

All EHC plans must be reviewed at least annually (six monthly for under 5's who have an EHCP) with the parents, the pupil and external agencies involved. Amendments can then be made and submitted to the Local Authority and future plans to support the pupil can be discussed.

Criteria for exiting the SEND Register

Each term the SENDCo will analyse the progress made by each pupil with SEND. If insufficient progress is made the SENDCo will meet with the class teacher to discuss amending targets and support. Equally if the pupil demonstrates accelerated progress over a whole term and is working at or above the expected level of their peers they will be removed from the SEN register. The progress of these children will be rigorously monitored to ensure that progress is maintained and if necessary the child will be put back on the SEND register and receive SEN if progress declines.

Supporting Pupils and Families

At Balliol Primary School we firmly believe in developing a strong partnership with parents and guardians, this will enable all pupils to achieve their potential. An effective partnership is achieved through the following:

- Acknowledging and drawing upon parental knowledge and expertise in relation to their child
- Focusing on the child's strengths as well as area of 'need'
- Dealing with parents and guardians in a sensitive manner
- Ensuring that parents understand procedures
- Providing opportunities for parents to contribute to reviews of plans
- Being flexible when arranging meeting with parents
- Being aware of parents own possible area of 'need'

Contacting us

We operate an 'open door' policy where parents are always encouraged to contact the school either via telephone or email to discuss any concerns they have. Parents can contact the SENDCo, Mrs J Smedley, at the school on 01234 300601, regarding any concerns about your child and special educational needs, whether an existing pupil or a prospective pupil. Alternatively, they can voice their concerns to the class teacher and/or request a meeting with the SENDCo or our Family Support Worker - Mrs J Anderson. If parents/carers have any concerns medically they can also contact their GP to voice their concerns.

SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

What's on offer?

Bedford Borough's 'Local Offer', called the [Bedford SEN and Disability guide](#) (which can be viewed at www.sendguide.bedford.gov.uk), highlights the services currently on offer for pupils and families with SEND, including:

- Speech and Language Therapists
- Occupational Therapists
- Sensory and Communication Team (for the visually / auditory impaired)
- Play Therapists
- Children and Adult Mental Health (CAMH) service and CHUMS
- Educational Psychologists
- Behaviour Support and Inclusion Team
- Support for children with family in prison

Parents and carers of children with SEND are encouraged to attend coffee mornings and workshops at Bedford Borough Parent Carer Forum www.bbpcf.org.uk.

Transition:

The school has a robust transition policy for both within school transition and upon moving to another setting.

- As children change year groups, all children meet their new teachers and have small sessions with them in the summer term prior to the change-over.
- If 1:1 support has to be changed year on year, thorough transition meetings occur.
- For children transitioning to a new school, or the next stage of education, or onto a specialised provision for their needs; consultations are held with parents/carers, teaching and specialist staff, in how we can best meet the academic, emotional, medical and social needs of the child. The SENDCo and Family Support Worker offers opportunities for the child and parent to have supported visits to the new setting as well as additional visits arranged if deemed necessary.
- SENDCos from both settings will meet or have contact via telephone or email to ensure all information is sent and received, and strategies or advice are consistently applied.
- When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- For more information on the arrangements in school to support pupils with medical conditions, please see our Medicines Policy and our Accessibility Policy.

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision for all pupils through;

- Termly SEND Plan Reviews (at least, sometimes more frequently)
- Annual EHCP Reviews (six monthly for children under 5)
- Learning walks (classroom monitoring to observe learning of individuals/ groups)
- Observations

- Pupil progress meetings
- Use of an online tool called Provision Map to monitor the impact of interventions
- Monitoring of SEND Plans
- Half termly assessment and tracking
- Audits of work and planning
- Parent and Pupil Questionnaires
- Training for staff
- Regular meetings between the SENDCo and SEND governor

Training and Resources

- The training needs of staff are identified through CPD questionnaires, discussions, pupil progress meetings and observations. In order to maintain and develop the quality of teaching and provision, all staff undertake training and development in school and with external agencies such as the Educational Psychology team and Speech and Language team.
- A member of the Senior Leadership Team meets with all staff termly to discuss specific needs of individuals in the school and raise awareness of SEND.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo attends national training when available, LA conferences and updates and meets with other local SENDCos to ensure consistency across the local area and feeder schools.
- The school has strong links with members of Bedford Borough's SEND team and SENDCos regularly attend meetings with professionals and at SEND panels for further experience and advice.

The SEND budget is allocated to cover a variety of provisions for pupils with special education needs.

These provisions include:

- EHC plan Funding
- Deployment of Teaching Assistants throughout the school
- SENDCo support
- Special needs equipment located centrally and within classrooms
- Implementation of a Speech and Language Therapist/Play Therapist
- 'Buy Back' Educational Psychologist Service

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the whole school. In addition to the Governing Body, the Headteacher, the SENDCo, all other members of staff, parents and pupils have important responsibilities.

The Governing Body

A member of the governing body takes a special interest in SEND, although the governing body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body must:

- Decide (with the Headteacher) the school's general policy and approach to meeting pupils' special educational needs and that this is continually developed, monitored and reviewed
- Set up appropriate staffing and funding arrangements and oversee that this is continually developed, monitored and reviewed
- That by continual monitoring of all pupils, learning needs will be identified as they arise and intervention and support will be provided as early as possible
- To work in partnership with pupils, parents and other professionals
- To provide a differentiated curriculum appropriate to the individuals needs and abilities

- To ensure that special educational needs pupils are involved wherever possible in decisions that affect their provision
- To ensure that parents are notified as soon as SEND provision is to be made and are kept fully informed of their child's progress and attainment, being actively involved with their learning wherever possible.
- To foster a positive ethos for special needs which encourages teamwork, shares information and good practice and encourages professional development.
- Ensure the special needs policy is reviewed annually
- Designate a special needs governor to liaise with the Headteacher, SENDCo and staff, to monitor the effectiveness of the policy
- Ensure that SEND forms an aspect of the prospectus to parents.

The SEND Link Governor

The SEND link governors are Rachel Dell/Deborah O'Connor.

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher Mrs. Louise Youngman will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Special Educational Needs Co-coordinator (SENDCo)

The named SENDCo for the school is Mrs Joanna Smedley.

Mrs Smedley is responsible for:

- Identifying, monitoring and modeling the most effective teaching and learning approaches and activities to meet the needs of pupils with SEND and so that SEND pupils can work independently, including those who have EHC plans
- Liaising with other schools to ensure continuity of support and learning when transferring pupils with SEND
- Advise on the graduated approach to providing SEND support
- Setting and maintaining systems for identifying, assessing and reviewing SEND through the implementation of 'Provision Mapping'
- Setting targets and collecting and interpreting data to raise achievement among pupils with SEND via the completion and implementation of Personalised Learning Plans, Speech and Language Plans and Pastoral Support Plans
- Ensuring the provision for each child with SEND is most effective through the deployment of teaching assistants and other resources
- Updating the Headteacher and governing body on the effectiveness of provision for pupils with SEND and ensuring the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Providing training opportunities for class teachers and teaching assistants to learn about SEND including an understanding of learning needs, the importance of raising achievement and fostering positive mental health and well-being among all pupils so that all members of staff recognise and fulfill their statutory responsibilities to pupils with SEND
- Identifying and purchasing resources needed to meet the needs of pupils with SEND and advising the head teacher of priorities for expenditure
- Ensuring pupils are involved in implementing and reviewing their plans
- Liaising with parents in implementing and reviewing pupils' plans
- Liaising with outside agencies to gain support for implementing and reviewing SEND provision
- Applying for additional funding according to the Local Offer where the school cannot meet a child's Special Educational Needs

The Class Teacher

Every class teacher is responsible for:

- Adapting teaching within the classroom to provide appropriate teaching and learning opportunities and resources for every pupil
- Monitoring and recording the progress of pupils on (at least) a termly basis
- Identifying children who are experiencing difficulty (ies)
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Informing parents of areas of concern
- Liaising with the SENDCo on aspects relating to Baseline Profile Assessment form or regarding any pupil in their class already deemed to be SEND
- Ensuring they follow the SEND policy
- Working with the SENDCo, parents, pupils and any outside agencies to provide support for pupils with SEND which will involve:
 - Assessing children's (ASSESS)
 - creating a relevant plan (PLAN)
 - implementing the strategies on the plans (DO)
 - reviewing the plan on (at least) a termly basis (REVIEW)

Pupils

Pupils are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioural targets (also see 'Behaviour Policy'). The emphasis is on success and this is supported within the school's overall ethos and attitude. Pupils are also involved in reviews where their contribution to target setting and their achievements can be presented.

Partnership with Parents and Carers

At Balliol, we realise the importance of parents and carers involvement in their child's education. We aim to work in partnership with parents/carers to help our pupil's reach their full potential. We offer a range of opportunities for our parents/carers to discuss their child's progress and assist with the planning of their education, such as:

- Informal discussions - Teachers are present at the classroom door before and after school. Any messages or information can be passed on at this point or a formal meeting can be arranged.
- SEND meetings - Occur termly, the class teacher will arrange a convenient time for parents or carers to come into school to review current SEND targets and set new targets as well as using this opportunity to discuss any provisions or further support that may be appropriate.
- Telephone contact – This can be done by ringing the school office to speak to a member of staff, if they are unavailable at the time of the call, they will ring you back.
- Parent consultations - Occur in November and March. Children's progress, attainment and targets will be discussed.
- Annual written reports - Are sent home in the Spring Term. A follow up meeting to discuss the information in the reports can then be discussed in parent consultations.
- Meetings with the SENDCo and/or family support worker- can be arranged via the school office or contacting the SENDCo directly.

Visits to the school are encouraged for prospective parents.

Storing and Managing Information

The management of SEND documents is in line with our Confidentiality Policy and GDPR processes.

All paper documents are kept confidential and are stored in a secure room. Relevant information is passed up to future class teachers and schools or destroyed in relation to the schools Data Retention policy.

All electronic documents are stored securely on the Schools IT system with restricted access and edit rights.

Parents are available to access all documents related to their child and must sign GDPR agreements for documents being sent to other professionals such as for SEND Panel consideration.

Accessibility

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Balliol Primary School has an Accessibility Plan for our individual school.

Dealing with Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

In the first instance parents are encouraged to meet formally or informally with the class teacher to discuss any concerns that they may have. Any unresolved complaints may then be dealt with by the SENDCo, Headteacher or by following the formal school complaints procedure.

Bullying

The schools Anti-Bullying Policy outlines the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners. The Safeguarding Policy also states how we safeguard the needs of pupils with SEND.

Reviewing the Policy

Date Completed: May 2026

Review Date: May 2027