



**Faith, Family and Fascination**

# **Special Educational Needs and Disability (SEND) Policy**

**Boutcher C.E. Primary School**

Reviewed by:	Governing Body
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Last reviewed during:	Autumn 2025
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Next review due by:	Autumn 2026
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**"Love one another. As I have loved you, so you must love one another."  
*John 13:34***

# SEND POLICY

This policy and the School Information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

## **Rationale**

Boutcher Primary School provides a broad and balanced curriculum for all children. Every child is unique in terms of characteristics, interests, abilities, motivation and learning needs, created in God's image and therefore is to be valued equally with equal access to high quality education.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children with a focus on Quality First teaching. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs at any time during their school career. These needs may be for a short period only. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## **Aims**

Our SEND policy and School Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- We create an environment that meets the special educational needs of each child.
- We ensure that the needs of each child are identified, assessed and provided for.
- We use the 'Assess, Plan, Do, Review' process to implement a graduated approach as outlined in the SEND Code of Practice 2014.
- We have clear expectation of all partners in the process (including parents).
- We identify the roles and responsibilities of staff in providing for each child's needs.
- We enable all children to have full access to all elements of the school curriculum.

## **Educational Inclusion**

At Boutcher Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued

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part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs initially through Quality First Teaching by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **Special Educational Needs**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They 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 which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

## **Areas of Special Educational Need**

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

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

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

Many of the children who join us have already been in early education. In some cases, children join with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning and we engage with parents when there are concerns. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher, with the support of the SENDCo, may provide interventions that are different from or additional to those provided as part of the school working practices. These interventions will be strategies identified as being particularly successful in helping a child make significant progress.

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Some of the strategies will require the child to work in a small group, while others will be on a one to one basis with either a class teacher or a teaching support assistant. On other occasions a child might be paired with another child while other strategies will require the child to work independently under the guidance of the teacher or TA.

If further professional support is requested the child's needs and support in place will be recorded and monitored through a SEN support plan.

## **SEN Support Plans**

The strategies used to support a child will be recorded in a SEN support plan. The SEN support plan also includes key information about the child, the support and interventions they are receiving as well as their individual short-term targets. It will also indicate the planned outcomes and date for the plan to be reviewed. In most cases this review will take place once a term. Should it be found that unsatisfactory progress is being made; alternative interventions will be put in place. If after review, however, the class teacher and parents feel that the child would benefit from further support, then the SENDCo will make arrangements for further support for the child from outside agencies.

## **Outside Agencies**

Parents will have been included at all stages of discussions and they are asked to sign a consent or referral form when support from outside agencies is requested. This may lead to additional strategies or strategies being implemented. There are various outside agencies working with children with special educational needs.

- 1) Local Authority (LA) support services, which include specialist teachers of pupils with hearing or visual impairments, speech and language impairments, teachers for children with specific learning difficulties such as dyslexia, children on the autistic spectrum disorder.
- 2) An Educational Psychologist, who can provide specialist assessments, advice and strategies for enable children to better access their learning.
- 3) The Health Services, including speech and language therapists, occupational therapists, physiotherapists and school nursing.
- 4) CAMHS (Child and Adolescent Mental Health Service).
- 5) Outreach support from special schools offering help with children with Autistic Spectrum Disorder, Communication and Physical difficulties, MLD and SLD.
- 6) Social Care, including EWOs (Education Welfare Officers) and Early Help, who can work with children who have repeated absences from school or have been or are at risk of exclusion from school.

If the child continues to demonstrate significant cause for concern, despite high levels of in school intervention and support from a range of professionals, a request for statutory assessment, with parental support, may be made to the LA. A range of written evidence about the child will support the request. This will enable a full assessment of the child's needs to take place in order to be considered for an Education, Health and Care plan (EHCP). An EHCP clearly identifies the support that needs to be in place for a child and can have additional funding attached to enable this support to be put in place in school.

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## **Assessment**

Early identification of children not making progress or reaching age related expectations is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns about their child and enlists their active help and participation. The class teacher and the SENDCo assess and monitor the child's progress in line with existing school practices. This is an ongoing process. The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that ensure success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

## **Partnership with Parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents are informed when their child is placed on the SEN register and receive or are shown a copy of the child's SEN support plan. When a child's needs are such that it is necessary to involve an outside agency, parents are requested to be a part of the referral and assessment process.

- Parents' contributions are valued as equal partners in a child's education.
- Parents are kept fully involved and informed by SENDCo, class teacher and Headteacher.
- The wishes and knowledge of parents are always acknowledged.
- Meetings with parents are regularly arranged; annual reviews, formal and informal meetings with the SENDCo.
- Parents who need extra support or help may be referred to support groups or the Local Authority's Southwark Information Advice and Support team (SIAS).

## **Transfer of information between schools**

It is the school's policy to transfer all relevant information about a child with SEN should that child transfer to another school. At the time of transfer to secondary school, the SENDCo from the two schools should meet so that information can be passed on and so that particular strategies that are in place can be continued if it is considered appropriate to do so.

## **Staff Development**

All members of staff regularly attend courses in order to keep up to date with current thinking and teaching strategies to assist pupils with SEN. The SENDCo also seeks support from outside agencies, which may also provide training.

## **Monitoring and Review**

The SENDCo monitors the movement of children within the SEN system in school. The SENDCo monitors planning and support and intervention in place. The SENDCo also observes lessons in order to see how pupils identified with SEN are supported in class, including how appropriate and relevant tasks are and what reasonable adjustments have been made within the class to support the learning of all children.

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## **Zones of Regulation**

All staff and children were introduced to the Zones of Regulation in Autumn 2020 to support with children's emotional regulation.

The Zones is a systematic, cognitive behavioural approach to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts.

## **Dysregulation in Children with SEN**

When a child with SEN shows signs of dysregulation, staff respond with calm, consistent support. Feelings are acknowledged using clear, simple language, a Zones of Regulation chart may be referred to and the pupil may be offered a quiet space or appropriate sensory tools to help them regulate. Staff give the pupil time to settle and maintain a reassuring presence, sometimes it may be more appropriate for the member of staff working directly with the child to move away from the situation and another staff member take over. Once calm, the pupil is supported to identify their feelings and reflect on the incident. In exceptional circumstances, if a pupil refuses to move and their behaviour poses a risk, other pupils may be relocated to ensure their safety.

As a staff we aim to use consistent words and behaviours to support the child in re-regulating. For some children, where dysregulation occurs regularly and greater consistency is needed, it may be necessary to create an individualised plan for all staff to adhere to.

Once a pupil is fully calm, regulated and able to reflect on the incident, staff may apply an appropriate sanction or consequence in line with the school's behaviour policy that reflects the pupil's age and level of understanding. We understand the importance of not imposing consequences on a dysregulated child, therefore consequences will only be implemented when the pupil can meaningfully engage and understand the reason for the sanction, which may be several hours—or, in some cases, the following day—after the incident. This approach ensures that responses are fair, purposeful and supportive of the child's emotional and developmental needs.

Where there have been significant behaviour incidents, or multiple incidents within a week, these may be reported to parents. This decision is at the discretion of the class teacher, who may seek guidance from the SENDCO, Headteacher, or another member of the SLT. As a general guide, parent communication should be considered when patterns of behaviour are emerging or when a more serious outburst has occurred. If further advice is needed, staff should consult the SENDCO or a member of the SLT.

## **Links to other policies:**

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Suspension and Exclusions Policy
- Positive Handling Policy