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SEND Policy



BHYLLS ACRE
PRIMARY SCHOOL

September 2025

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1. Statement of Intent

Bhylls Acre Primary School endeavours to be an inclusive establishment. We celebrate with love our diversity as individuals and make a stand for equality, and justice. This means that we will treat each member of the school as an individual, with individual rights, needs and responsibilities and will respond to these in a way that ensures equality of access to learning which takes place in an environment where everyone is cherished, valued and respected. We are committed to promoting equal opportunities.

Through successful implementation of this policy, Bhylls Acre Primary School aims to:

- Eliminate discrimination and promote equal opportunities.
- Provide children with SEND access to all aspects of school life so they can engage in the activities of Bhylls Acre Primary School alongside children who do not have SEND
- Support and make provision for children with special educational needs and disabilities
 - Help children with SEND fulfil their aspirations and achieve their best
 - Help children with SEND become confident individuals living fulfilling lives
 - Explain the roles and responsibilities of everyone involved in providing for children with SEND

Bhylls Acre Primary School will work with Wolverhampton LA and Staffordshire SEND services or equivalent, within the following principles, which underpin this policy:

- The involvement of children and their parents in decision-making
 - The identification of children' needs
 - Collaboration between education, health and social care services to provide support
 - High-quality provision to meet the needs of children with SEND
 - Greater choice and control for children and their parents over their support
- Bhylls Acre Primary School will fully implement national legislation and guidance regarding children with SEND and it will make sure the SEND policy is understood and implemented consistently by all staff.

2. Impact

At Bhylls Acre Primary School, we will provide all children access to a broad and balanced curriculum. We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential. Children with SEND make good progress from their starting points due to the use of resources and small group intervention which meets the needs of the children. We are focused on creating an

inclusive environment where provision is tailored to the needs and abilities of children, no matter how varied. Children at Bhylls Acre Primary School feel happy, safe and respected. Behaviour at Bhylls Acre Primary School is exemplary and diversity is celebrated. Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.

3. Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (January 2015). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- ✓ SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- ✓ Supporting pupils with medical conditions at school
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Equality Act 2010
- ✓ Children and Families Act 2014
- ✓ Teacher Standards 2012

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and Bhylls Acre Primary School environment to make sure that children with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A child has SEN if they have a learning difficulty or disability that requires 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 most 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

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.

5.2 Disability

Children 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.

Bhylls Acre Primary School will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of children with SEND are grouped into 4 broad areas. Children 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 child's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Children 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 do not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <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 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Children 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 child becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children 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 children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Upstone

They will:

- Inform any parents that their child may have SEN and then liaise with them about the child's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in Bhylls Acre Primary School
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children

- Advise on the deployment of Bhylls Acre Primary School's delegated budget and other resources to meet children' needs effectively
- Be a point of contact for external agencies, especially the two local authorities (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure Bhylls Acre Primary School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure Bhylls Acre Primary School keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into Bhylls Acre Primary School's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support Bhylls Acre Primary School's offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in Bhylls Acre Primary School's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in Bhylls Acre Primary 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

6.2 *Governors will:*

- Identify one governor (or several) with a special interest in SEND
- Report on the effectiveness of the SEND policy in their annual report to parents
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

6.3 *The Headteacher*

The Headteacher will:

- Work with the SENCO and governors to determine the strategic development of the SEND policy and provision within Bhylls Acre Primary School
- Work with the SENCO and school governors to ensure Bhylls Acre Primary School meets its responsibilities of reasonable adjustments and access arrangements under the Equality Act 2010
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress
- Have responsibility for monitoring the notional SEND budget and any additional funding allocated by the two LA's to support individual children
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of children on the SEND register
- Advise relevant LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review and respond to consultations about EHC plan placements
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into Bhylls Acre Primary School's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support Bhylls Acre Primary Schools 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 SENCO 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

6.5 Class teachers:

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet child needs through a graduated approach
- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes

- Identify the responsibilities of the parent, the child and Bhylls Acre Primary School
- Listen to the parents' concerns and agree their aspirations for the child

6.6 Parents or carers

Parents or carers should inform Bhylls Acre Primary School if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to meetings, workshops
- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Given an annual school report on the child's progress
- Bhylls Acre Primary School will take into account the views of the parent or carer in any decisions made about the child.

6.7 The child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
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The child's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

Bhylls Acre Primary 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.

8. Our approach to SEND support

8.1 Identifying children with SEND and assessing their needs

Bhylls Acre Primary School has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the children.

When children start at Bhylls Acre Primary School, we will assess their current skills and levels of attainment, building on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and, if so, what reasonable adjustments Bhylls Acre Primary School may need to make.

Class teachers will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a child is making slow progress, they will target the child's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English.

When deciding whether the child needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is joining Bhylls Acre Primary School, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then Bhylls Acre Primary School will work in a multi-agency way to make sure we get relevant information before the child starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving children and parents

Bhylls Acre Primary School will put the child and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents if it is decided that a child will receive special educational provision.

8.3 The graduated approach to SEN support

Once a child has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place.

This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The child's class teacher and the SENCO will carry out a clear analysis of the child's needs. The views of the child and their parents will be taken into account. Bhylls Acre Primary 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 child's need.

2. Plan

In consultation with the parents and the child, the teacher and the SENCO 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 child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in a SEND Support Plan/ Individual Education Plan (IEP).

3. Do

The child'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 child. 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 SENCO will support the teacher in further assessing the child'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 child'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 and children
- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

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

8.4 [Levels of support](#)

School-based SEN provision

Children receiving SEN provision will be placed on Bhylls Acre Primary School's SEND register. These children have needs that the school can meet through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through Bhylls Acre Primary School's notional SEND budget. On the census these children will be marked with the code K.

Education, health and care (EHC) plan

Children who need more support than is available through Bhylls Acre Primary School's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these children will be funded from Bhylls Acre Primary School's notional SEND budget, and potentially from either LA (from the high-level needs funding block of the dedicated schools grant). On the census these children will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for children with SEN by:

- Tracking children' progress, using IEPs and provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans
- Getting feedback from the child and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into Bhylls Acre Primary School's plan for continuous professional development.

10. Links with external professional agencies

Bhylls Acre Primary School recognises that it won't be able to meet all the needs of every child. Whenever necessary, Bhylls Acre Primary School will work with external support services such as

- Speech and Language Therapists (located at the Gem Centre)
- The Hearing Service
- Specialist teachers or support services (Staffordshire)
- Educational psychologists (Staffordshire)

- Occupational therapists (Wolverhampton)
- Physiotherapists
- General practitioners or paediatricians
- School nurses (Not applicable to Bhylls Acre)
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers
- Social services

11. Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority). The Local Authority manages admission to Bhylls Acre Primary School.

12. Accessibility Arrangements

- Bhylls Acre Primary School publishes an Accessibility Plan on its website, which focuses on improving the physical environment over time to enable children with disabilities to take better advantage of the education, benefits, facilities and services.
- Bhylls Acre Primary School is aware that staff need to understand and recognise disability issues. There are regular updates and training organised during INSET days and weekly staff briefings. This ensures that students, whether disabled or not, get the best possible level of care and support from all of the staff. Specific training will be made available to staff to support the needs if the expertise is not already in school.
- Bhylls Acre Primary School know that by law, pupils with disabilities, parents and carers have the right to be treated equally, and to have information made accessible to them. There are three important areas in which schools have to ensure compliance under the Equality Act 2010 - 'access to the building', 'access to the curriculum' and 'access to written information'
- At Bhylls Acre Primary School, we strongly believe in fulfilling their statutory requirement to be an inclusive school. We follow the National Curriculum and carefully consider how they can adapt this and their learning environments appropriately for pupils with special educational needs.

- Bhylls Acre Primary School also incorporates the advice provided as a result of assessments (both internal and external) and the strategies described in Education, Health and Care Plans.
- Every classroom adopts dyslexia-friendly strategies to support all children with literacy difficulties.
- A wide range of visuals and working displays support children's learning.
- A visual timetable is used in every classroom.
- Children are positioned strategically in the classroom depending on their needs. For example, children with visual impairments or attention difficulties will sit near the front of the class.
- The learning environment is also adapted for individual needs. For example, children with autism (ASC) may have an individual workstation and visuals to support them in class.
- Alternative recording methods may be used (scribing, ICT, mind mapping, photographs).
- Bhylls Acre Primary School ensure that the equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Where external advisors recommend the use of equipment or facilities the school does not have, Bhylls Acre Primary School will purchase it using the notional SEND budget or seek additional funding.
- Bhylls Acre Primary School will seek the advice of relevant professionals for highly specialist communication equipment.
- Bhylls Acre Primary School is aware of the various methods designed to assist children with their learning and understands their obligations under the Equality Act to implement the following strategies if required: text-to-speech software, coloured printed papers, portable hearing induction loops in classrooms, magnification aids and various accessibility features within computer software.

13. Complaints about the SEND Provision within the School

In the first instance, complaints should be taken up with the school staff directly concerned.

If the complaint is not resolved then the matter should be raised with Mr M Cross (Head of School) who may:

- Arrange a joint meeting with complainant.
- Undertake further investigations.
- See the involvement of external agencies, such as the Information, Advice & Support Network

- Take action to address the complaint.
- Decide that the complaint does not warrant any action and advise complainants of further action they can take.
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14. Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND pupils
- The number of pupils with special educational
- The number of planned programs of intervention and support
- The amount allocated to SEND by governors
- The proportion of teachers' records which include information on the special educational needs of pupils in their class
- The tracking of SEND pupil's progress throughout the school.