



# THE BISHOPSWOOD SCHOOLS FEDERATION

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

### What do we mean by SEND?

SEND stands for Special Educational Needs and Disabilities. It refers to learners who may find it harder to learn and develop than other children their age because they may have a learning difficulty or a disability. The SEND Code of Practice, (2015) uses the definition of children with SEND as having “*significantly greater difficulty in learning than the majority of others of the same age*” and requiring “*special educational provision to be made*” for them. It also encompasses learners who have a disability which can make it more difficult for them to make use of the educational facilities available to their peers. At Bishopswood we recognise that every child learns differently and appreciate that for all children, including those with SEND, support may look a little different for them, whether it’s providing support with reading, writing, communication, physical skills or social interactions.

### Why is SEND important?

#### Our Vision

Bishopswood is an inclusive mainstream school that provides education for all children aged between 4-11 years. We welcome and celebrate diversity. We believe that every child deserves to be nurtured with love, treated with respect, and given the opportunity to flourish. We aspire to meet the needs of every child and provide access to education for all our learners with SEND, within the parameters of a mainstream educational setting. We recognise that children’s development is determined by individual traits (characteristics, strengths, differences) and their experiences and interactions with their environment (family, school, community, and society). We also recognise that development is not linear and children’s needs change over time. When a child is communicating that they are experiencing difficulties in accessing learning, we consider a range of factors that may be influencing their experiences at school at that specific point in time, one of which may be any SEND.

#### Our Aims

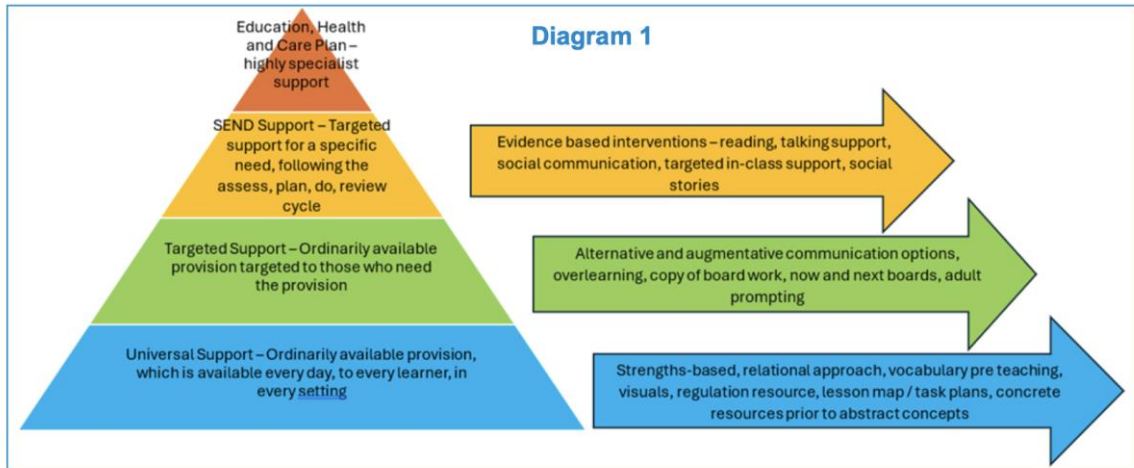
At Bishopswood we aim to:-

1. Be inclusive by ensuring all pupils have equitable opportunities and feel valued, respected and supported;
2. Adopt a child-centred approach to supporting pupils with SEND;
3. Ensure that all pupils with SEND thrive in our setting and make good progress (relative to their starting points and targets);
4. Plan an effective and varied curriculum that addresses how to help pupils with SEND overcome their barriers to learning;
2. Support staff development to enhance their skills, knowledge and confidence in supporting children with SEND.
3. Work in partnership with parents/carers of children with SEND by providing relevant training, signposting support and ensuring communication is effective.
4. Make the best use of the resources available to the school to support our most vulnerable children.
5. Establish and maintain effective and efficient systems and processes for identifying, tracking and assessing our SEND provision.

## How do we support children with SEND?

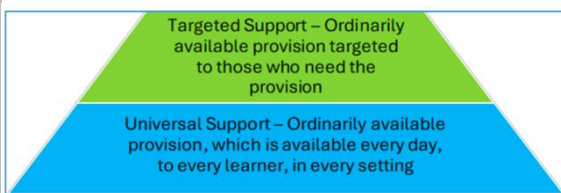
### Adopting an Inclusive Approach

As an inclusive school, we use a graduated approach to adapt our provision to support every pupil, every day, in every part of our school (*Diagram 1*).



### Ensuring Ordinarily Available Provision

As a starting point, we provide Ordinarily Available Provision (OAP) to help all children learn, including those with SEND. This involves modifying our learning environments, teaching methods, and visual supports to promote inclusivity for all learners. OAP can be sub-divided into two layers, **universal support** and **targeted support**.








**Universal support** aims to provide every learner with access to high quality, whole class teaching, whilst **targeted support** seeks to ensure the needs of all learners are being met with simple additions and adaptations (also known as ‘reasonable adjustments’).

We recognise that there are times when additional SEND Support may be required, in addition to OAP, to support a child to make expected progress.

### Identifying need for SEND Support

We have a robust process for raising concerns around the potential need for more targeted SEND support, which can be triggered by:

- 
**Child** Observing pupils and being curious around what they are communicating (verbally and/or through behaviour);
- 
**Parent/Carer** Being approachable and listening to parental views on how their child is feeling, thinking and behaving at home;
- 
**Class teacher** Monitoring pupils’ attitudes, behaviours and performance in class (via observations and data);
- 
**Professionals** Collaborating with external agencies as appropriate (e.g. therapists; paediatricians; educational psychologists);
- 
**Other educators** Holding transitional meetings (from pre-schools/ nurseries; other primary schools).

For concerns raised by the child, parents/carers and/or the class teacher, the class teacher will complete a 'Cause for Concern' form. This form will summarise the key concerns around areas of need to our Special Educational Needs Co-Ordinator (SENDCo).

Concerns raised by other professionals and/or educators, will be discussed with the SENDCo, class teachers and parents/carers.

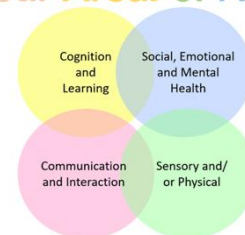
In all instances, the SENDCo will refer to our 'SEN Identification Flowchart' (Appendix A) to select the most appropriate support pathway and timescales, dependent on the child's need. The SENDCo, class teacher, and parents/carers will discuss an appropriate support plan for the child, to be implemented for a period of up to 12 weeks and then reviewed.

### Categorising Area of Need

When considering SEND, we identify any barriers to learning across **four broad areas of need** and ensure that appropriate support is in place for every child to thrive socially, emotionally and academically.

These relate to *Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health; Sensory & Physical* (Appendix B).

### Four Areas of Need



### Assessing SEND

- Once a concern has been raised, we may discuss with parents/carers conducting further assessments to understand a child's specific barriers to learning and inform any targeted SEND support.
- We use a range of internal SEND assessments including Dyslexia Early Screening Test (DEST); Sandwell Numeracy Assessment; Phonics Tracker (phonics screening); Boxall Profiles (social, emotional and mental health (SEMH) needs); Renfrew Language Scales & Language Link (Speech and language screenings).
- When appropriate, we may also seek to involve external professionals/agencies to inform decisions around SEND support. Depending on area of SEND this may include Educational Psychologists (EP); Speech and Language Therapists (SALT); Primary Behaviour Service (PBS); Child and Adolescent Mental Health Services (CAMHS); Occupational Therapists; Maple Ridge Outreach Advisors; Specialist Advisory Teachers services for Visual, Hearing or Physical Impairment.

### Providing SEND Support

After a period of investigation and monitoring, the SENDCo will meet with parents/carers and discuss if there is sufficient evidence that a child may have additional barriers to learning that require SEND support. If all parties agree, the SENDCo will add the child onto our 'SEND Register' (which records pupils who require additional SEND support on our School Information Management System, as required by Hampshire County Council).

**SEND Support – Targeted support for a specific need, following the assess, plan, do, review cycle**

Every child is considered individually. A child does not need a formal diagnosis to be placed on the SEND register, and having a diagnosis is not a requirement for receiving SEND support.

Children on the SEND Register will be monitored through our internal cycle Assess, Plan, Do, Review cycle (Appendix C). This cycle involves identifying needs (Assess); creating and implementing a support plan (Plan and Do) and; checking progress and making appropriate adjustments (Review).

All children on the SEND register have a support plan, called an Individual Support Plan (ISP), which tracks their progress against need-specific targets. ISPs are written by the relevant class teacher, with support from the SENDCo, and reviewed termly with parents/carers to set new targets (as appropriate).

## EHCP Support

If a child's needs are too significant or complex to be met through school's SEND support, the SENDCo and/or parents/carers can request an Educational Health Care needs assessment (which determines whether more intensive support is required). The request is submitted to the Local Authority (Hampshire County Council), who gather views from the child, parents/carers and evidence from the school and external professionals, to decide if an Educational Health Care Plan (EHCP) is required.

A child's EHCP is a legally binding document that outlines their special educational, health, and social care needs and how these will be met (e.g. 1:1 or group support; specialist help). As well as being reviewed termly, an Annual Review meeting is held with parents/carers, the school (SENDCo and class teacher), external professionals and the Local Authority to formally discuss the child's needs, progress and review support in place.



The Local Authority use the information from the Annual Review to decide if the EHCP is still needed. If the child is due to transfer to another phase (e.g. Secondary and/or Specialist Provision), a transitional annual review meeting will be held as part of the planning phase to inform decisions around next setting.

### Monitoring

At Bishopswood, we continually monitor and evaluate the impact of SEND provision (in line with the Assess, Plan, Do, Review Cycle).

The SEND Register, ISPs and EHCPs are reviewed termly by the SENDCo in partnership with class teachers, support staff and parents/carers. In-class SEND provision is monitored throughout the school year, by the SENDCo and School Leadership Team (including Governors and the Local Authority).

### Admission

Our admission arrangements follow the criteria set by Hampshire County Council for maintained schools (see policy for details).

## Who is involved in supporting children with SEND?

### Working in Partnership

Whole School Approach	As an inclusive school, we actively take all reasonable steps to meet the needs of every child and provide access to education for all our learners with SEND (within the parameters of a mainstream primary educational setting).
Pupils	We recognise that every child has a unique understanding of their own needs, feelings, and thoughts. We encourage pupils to express their views and take an active part in decisions about the support they receive in our school, as well as in discussions about transitions to other settings (e.g. Secondary)
Parents/Carers	We value working in partnership with parents/carers and want them to feel encouraged to play an active role in their child's education. We recognise that parents and carers hold essential information about their child, and their knowledge and experience are vital in developing a shared understanding of the child's needs and how best to support them.
Class Teacher & Support Staff	All class teachers at Bishopswood are teachers of children with SEND. Learning in all lessons is appropriately differentiated to ensure learning at the right level and children are supported according to their need. It is our aim to address most learning differences within the class through 'quality first teaching' and OAP. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. Some staff have specialist training in meeting social and emotional needs, supporting children with learning difficulties and supporting children with speech, language and communication difficulties. Sometimes pupils work in small groups or on individual programmes as well as in whole class settings.
SENDCo	Our SENDCo is responsible for: <ul style="list-style-type: none"> <li>• Overseeing SEND provision for all children with SEND;</li> <li>• Providing staff with practical advice and teaching strategies to help meet the needs of children with SEND;</li> <li>• Working in partnership with parents/carers; professionals and other schools to improve outcomes for children with SEND.</li> </ul>
School Leadership Team	The Executive Head of School and Executive Headteacher are responsible for the strategic direction and operational delivery of SEND, ensuring the school has the staffing and resources to provide an inclusive, whole-school approach. Overseeing the day-to-day implementation of this policy, they work together with school staff, parents/carers, and external agencies to ensure that every child, including those with SEND, receive the support they need to thrive in our setting.
Governors	Our school governors have a strategic role in ensuring high-quality SEND provision is available for all pupils with SEND. Their role includes promoting an inclusive culture, holding leaders to account, ensuring a SENDCo is appointed, reviewing/monitoring the effectiveness of SEND funding and this policy.

### **Complaints**

We aspire to work in partnership with parents/carers and actively encourage them to speak to us at the earliest opportunity about any concerns they may have relating to any aspect of their child's education.

The first 'point of call' for parents of a child with SEND who have a concern would be to talk to their child's class teacher who knows them best. Appointments may then be made with the SENDCo and/or the Head of School if further support is required.

If a parent/carer's concern is not resolved at this stage, they may wish to make a complaint – please see our Complaints Policy for details (available on the school website and in the school office). Under the SEND Code of Practice (2015) and Children and Families Act (2014) parents/carers may seek advice on resolving disagreements with the LA and/or Independent Mediation Service. We can provide further information regarding this process, on request.

### **Bishopswood School Contacts**

<https://www.bishopswoodschools.co.uk/page/?title=Who%27s+Who&pid=20>

(available on our website or via the school office)

## What documents relate to this policy?

### National Legislation and Guidance related to SEND

Children and Families Act (2014)

<https://www.legislation.gov.uk/ukpga/2014/6/contents>

Equality Act 2010: Advice for schools (2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The National Curriculum in England: framework for Key Stage 1 and 2 (2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

SEND Code of Practice (2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special Educational Needs and Disability Regulations (2014)

<https://www.legislation.gov.uk/uksi/2014/1530/contents>

Statutory Guidance on Supporting pupils at school with medical conditions (2015)

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Teachers Standards (2011)

<https://www.gov.uk/government/publications/teachers-standards>

### Hampshire Guidance related to SEND

Admissions (Hampshire)

<https://www.hants.gov.uk/educationandlearning/admissions/guidance>

Hampshire's Local Offer for Special Educational Needs and / or Disabilities

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

OAP and SEND Support, Hampshire County Council (HCC), (March 2025)

<https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=WXsvBiZG8DU>

Pathway for Special Educational Needs, HCC, (March 2025)

<https://www.hants.gov.uk/educationandlearning/send/sen-pathway>

SEN Criteria

<https://www.hants.gov.uk/educationandlearning/send/sen-criteria>

SEN Provision in Hampshire, HCC (March 2025)

<https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=Y4ZhS6UihYE>

Related School Policies (available to download on school website or on request from the School Office)

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Child Protection Policy
- Communication Policy
- Complaints Policy
- Equality Policy
- Mental Health & Emotional Wellbeing Policy
- Safeguarding Policy
- SEN Information Report
- SEN Leaflet for Parents
- Supporting Children with Medical Conditions Policy

## Policy Review Cycle

Last Reviewed

December 2025

Next Review Due

December 2027

**Appendices**

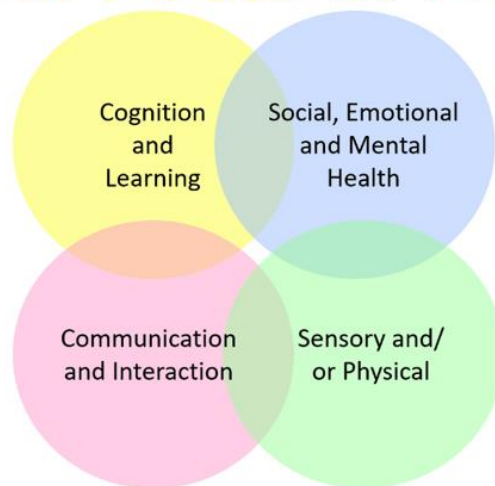
A	SEN Identification Flowchart
B	Four Broad Areas of Need
C	Assess, Plan, Do, Review Cycle
D	Glossary of Acronyms & Abbreviations



## Appendix B: Four Broad Areas of SEND Need

There are four broad areas of need set out in the SEND Code of Practice (2015), which can be used as a basis for understanding and supporting a child's individual needs. We recognise that children's needs are complex and constantly changing, therefore we seek to adopt a holistic, child-centric and flexible approach to how we support them in school. These categories of need are widely used by professionals to help identify the different areas in which a child may have needs (sometimes across more than one area), with a view to ensuring that the right level of support is available to help them to thrive, socially, emotionally and academically.

### Four Areas of Need



Communication & Interaction	Difficulties speaking, understanding or communicating as well as autism spectrum conditions
Cognition & Learning	Mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
Social, Emotional, and Mental Health (SEMH)	Range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
Sensory and or Physical needs	may include a physical disability (PD) which hinders their ability to access standard provision, this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), or sensory processing difficulties (how children interact with the sensory environment and life skills)

### Appendix C: Assess, Plan, Do, Review Cycle

When a child has additional barriers to learning that require SEND support, they will be monitored our Assess, Plan, Do, Review Cycle, as recommended by the SEND Code of Practice (2015).



The child's Individual Support Plan (ISP) forms a central part of this process, to enable school (class teachers and SENDCo), parents/carers and pupils to track and review their progress against specific targets (at least termly).

## Appendix D: Glossary of Acronyms & Abbreviations

### SEND

<p><b>ADD</b> - Attention Deficit Disorder  <b>ADOS</b> - Autism Diagnostic Observation Schedule  <b>ADHD</b> - Attention Deficit And Hyperactivity Disorder  <b>AP</b> – Alternative Provision  <b>APD</b> - Auditory Processing Disorder  <b>APDR</b> - Assessment, Plan, Do, Review  <b>AR</b> - Annual Review  <b>ASC</b> - Autistic Spectrum Condition  <b>ASD</b> - Autistic Spectrum Disorder  <b>CAF</b> - Common Assessment Framework  <b>CAMHS</b> - Child and Adolescent Mental Health Service,  <b>CBT</b> – Cognitive Behavioural Therapy  <b>CIN</b> - Child in Need  <b>CLA</b> - Child Looked After  <b>CME</b> – Child Missing Education  <b>COP</b> - Code Of Practice  <b>CP</b> - Child Protection  <b>CS / CSD</b> – Children’s Services (Department)  <b>CYP</b> - Children And Young People  <b>Dfe</b> - The Department Of Education  <b>EAL</b> - English As An Additional Language  <b>EHE</b> – Elective Home Education  <b>EHH</b> – Early Help Hub  <b>EHC</b> - Education, Health And Care  <b>EHCNA</b> - Education, Health And Care Needs Assessment  <b>EHCP</b> - Education, Health And Care Plan  <b>EHCCO</b> – EHC Co-Ordinator  <b>ELSA</b> – Emotional Literacy Support Assistant  <b>EMTAS</b> – Ethnic Minority And Traveller Achievement Service  <b>EOTAS</b> – Educated Other Than At School  <b>EP</b> - Educational Psychologist  <b>EPS</b> - Educational Psychology Service  <b>EWO</b> - Education Welfare Officer  <b>EYFS</b> - Early Years Foundation Stage  <b>FSM</b> - Free School Meals  <b>HV</b> - Health Visitor  <b>HI</b> - Hearing Impairment</p>	<p><b>HLTA</b> - Higher Level Teaching Assistant  <b>ISP</b> – Individual Support Plan  <b>KS</b> - Key Stage  <b>LA</b> - Local Authority  <b>LAC</b> - Looked-After Child  <b>LSA</b> - Learning Support Assistant  <b>MDT</b> – Multi-Disciplinary Team  <b>MH</b> – Mental Health  <b>MHST</b> – Mental Health Support Team  <b>MLD</b> - Moderate Learning Difficulties  <b>OAP</b> – Ordinarily Available Provision  <b>OCD</b> - Obsessive Compulsive Disorder  <b>ODD</b> - Oppositional Defiant Disorder  <b>OT</b> - Occupational Therapy / Occupational Therapist  <b>PA/PLAC</b> – Post-Adopted/Post-Looked-After Child  <b>PD</b> - Physical Disability  <b>PDA</b> - Pathological Demand Avoidance  <b>PBS</b> – Primary Behaviour Service  <b>PMLD</b> - Profound And Multiple Learning Difficulties  <b>PP</b> - Pupil Premium  <b>PRU</b> - Pupil Referral Unit  <b>SALT</b> - Speech And Language Therapy  <b>SEAL</b> – Social And Emotional Aspects Of Learning  <b>SEMh</b> – Social Emotional And Mental Health  <b>SEN</b> - Special Educational Needs  <b>SEND</b> - Special Educational Needs And / Or Disability  <b>SENDCO</b> - Special Educational Needs Co-Ordinator  <b>SI</b> - Sensory Impairment  <b>SLCN</b> - Speech Language And Communication Needs  <b>SLD</b> - Severe Learning Difficulties  <b>SpLD</b> - Specific Learning Difficulties  <b>SALT</b> - Speech And Language Therapy / Therapist  <b>SW</b> - Social Worker  <b>TA</b> - Teaching Assistant  <b>TAC</b> - Team Around The Child  <b>TAF</b> - Team Around The Family  <b>VI</b> - Visual Impairment (Loss Of Sight)  <b>YP</b> - Young People / Young Person</p>
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### Learning / Academic

<p><b>DD1</b> – Data drop 1 (end of Autumn Term)  <b>DD2</b> – Data drop 2 (end of Spring Term)  <b>DD3</b> – Data drop 3 (end of Summer Term)</p> <p><b>W</b> - working towards  <b>CT</b> - close to  <b>S</b> - secure  <b>B</b> - beyond</p>	<p><b>WTS</b> – working towards the expected standard [end of Key Stage 2]  <b>EXS</b> – working at the expected standard [end of Key Stage 2]  <b>GDS</b> – working at greater depth within the expected standard [end of Key Stage 2]</p> <p><b>ELG</b> – Early Years Goals (EYFS)  <b>GLD</b> – good level of development (EYFS)</p>
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