

Bishop Henderson Church of England Primary School



Special Educational Needs (SEN) and Disabilities Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	February 2026	Headteacher	February 2027

Ratification

Approved by Governors on	February 2026
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Vision Statement

At Bishop Henderson Church of England Primary School, we are committed to equality of opportunity in line with the Equality Act of October 2010. We endeavor to make a positive contribution to the whole community by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community. We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

2. Aims

Our vision is for our school to be a vibrant learning community, where children are confident in themselves and their ability to learn. The innovative curriculum and inspiring environment stimulate the imagination, promoting creativity, a spirit of enquiry and love of learning.

At Bishop Henderson Church of England Primary School, we recognise that some children will require additional and/or different support, to be able to reach their full potential, and we aim to identify areas of need as early as possible. We realise that children requiring special support include those of exceptional ability and talent as well as those who learn with some difficulty.

Our school aims to:

- Support each child to realise their full potential across all areas (academic, emotional, physical, spiritual, moral, social and cultural) in a caring supportive environment, which provides equality of opportunity in all aspects of school life.
- Work in partnership with children, parents/carers and outside agencies to ensure that each child acquires the knowledge and skills to develop their unique talents and aspirations, whilst achieving the highest possible standards.
- Provide positive inclusive teaching and learning situations that excite and motivate all children and celebrate achievements, no matter how small.
- Support all pupils to develop positive self-esteem and learn to be thoughtful, responsible citizens of the local and global community, through a culture of mutual respect and understanding.

Our SEN policy aims to:

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Signpost to other documents that give additional detail on the specific processes that we use in school to ensure we meet the needs of all children with SEND.

3. Legislation and guidance

This policy and 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-coordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them that is 'additional to' or otherwise 'different from', the educational provision usually available for children of their age in local education authority mainstream schools.

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

5. Roles and responsibilities

Below is an account of the roles and responsibilities in school to ensure that pupils with SEND are supported in accessing their education and are enabled to make the best possible progress in their learning. For additional information regarding roles and responsibilities please look at specific Job/role descriptions.

The SENDCO

The SENDCO will:

- Work with the Head Teacher, other members of the Senior Leadership Team and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans (EHCP's).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies that may support pupils, families or staff in developing their expertise.
- Liaise with Nurseries, Secondary Schools and other educational establishments from which a pupil is coming to Bishop Henderson Primary School or moving to, in order to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Liaise with parents and children with SEND, gaining their views on what is going well and areas for improvement, and acting on these, as well as ensuring all are kept updated of the support being provided and the targets/outcomes which are being worked on.
- Work with the Head Teacher, other members of the Senior Leadership Team and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensure that parents and staff are aware of, and engage with, Local Offer provision and its application in school. For more information, visit <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

The SEND governor

The SEND governor will:

- Have a clear working knowledge of the SEND Code of Practice.
- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.
- Focus on the school's systems and processes for supporting pupils with SEND rather than provision for individual children.
- Help to review the school's SEND policy on provision for pupils with SEND.

The Head teacher

The Head teacher will:

- Ensure that a suitably qualified Teacher is designated as school SENDCo.
- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Has responsibility to ensure statutory SEND documents are available on the school website and in the school, and are accessible to all.
- Ensure that staff are adequately trained to meet the needs of children with SEND and that adequate staffing is put in place to do so.
- Ensure that the SLT, SENDCo and Governors are aware of the SEND budget and how it is being used, and how value for money is secured.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Making suitable, reasonable and appropriate adjustments in class to accommodate the specific needs of children with SEND.
- Regularly (at least three times a year) reviewing specific targeted provision that is provided in class for a pupil, with the pupil and their parent or carer.
- Working 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.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Supporting parents and the SENDCo with applications for support or assessment, by providing details and observations gained from their day-to-day teaching.
- Being pro-active in seeking support and guidance from the SENDCo and Head Teacher, when required, in order to improve their understanding of how best to support children with SEND, and to ensure the smooth running of SEND support within the school.
- Where appropriate, gather the views of the children in the Assess, Plan, Do, Review, Process

6. Supporting pupils with SEN and disabilities

The school SEN Information Report details the specific processes used in school to implement this policy. At Bishop Henderson C of E Primary School, we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This forms part of the school's graduated response to dealing with the needs of pupils with SEND. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so.
2. Plan - the teacher and our SENDCo will plan the support needed, involving the pupil and their parents. A review date will be agreed, normally half termly. We will think about the pupil's strengths and weaknesses and how best to help them. The SENDCo will also help support the logistics of planning teaching assistant timetables, where required, to enable the plan to be carried out.
3. Do – the planned provision/intervention for the child will be delivered by a teaching assistant or class teacher, supported by the SENDCo, where appropriate.
4. Review – all relevant people working with any child, will review the support in place, in light of any progress and consider next steps

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, The Access To Inclusion Team, Occupational Therapy and the Access To Assistive Technology Team. Parental permission will always be sought prior to this.

Please see appendix 1: Support Flowchart, for a general framework showing how the school employs this graduated approach.

7. Supporting pupils with medical conditions

In line with the [Children and Families Act 2014](#) and the associated guidance, [Supporting pupils at school with medical conditions \(Dec 2015\)](#), Bishop Henderson C of E Primary School makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education. For further detail, please see our separate **Supporting Pupils With Medical Needs Policy**, which can be found on our school website.

8. Monitoring arrangements

This policy will be reviewed by the SENDCo annually. It will also be updated, as necessary, within this time. It will be approved by the governing board.

9. Links with other policies and documents

This policy links to:

- **Somerset Local Offer** - The intention of the LA Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Local Offer is available online at <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- The School **SEN Information Report** utilises the Local Authority Local Offer, as determined by the school SEN policy, and the provision that the school has available.
- The School **Accessibility plan** details the plans in place within school to ensure that all pupils have full access to the school site and their education.
- The School **Supporting Pupils With Medical Needs Policy** details how the school supports pupils with medical needs and ensures they have access to all the school opportunities available.
- The school **Behaviour Policy** details how the school ensures all pupils are safe and able to work in a productive and supportive educational environment.

Appendix 1 – Support Flowchart

