



**CARE – Prepare – Believe**  
**'I can do all things through Him who strengthens me'**  
**Philippians 4:13**

## **Special Educational Needs and Disability (SEND) Policy** **September, 2025**

*All stakeholders work towards our school vision:*

*Here at Badsworth C of E Junior and Infant School, we ensure everyone flourishes through the way we:*

**Consider And Respect Everyone** as Jesus taught  
**Prepare** for a bright future  
**Believe** we can make a difference

*'I can do all things through Him who strengthens me.'*  
*Philippians 4:13*

*All actions which are taken within school, focus on this vision and it is referred to throughout their time at Badsworth School.*

### **INTRODUCTION**

Badsworth C of E J & I School has a named SENDCo, who is Mrs Marie Parker. We also have a named Governor responsible for SEND who is Mrs Amanda Fowles. They ensure that the Badsworth Special Educational Needs and Disability Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Badsworth C of E J & I School we endeavour to provide a caring Christian environment where everyone is special and all children feel happy, safe and secure. We believe that all children, including those identified as having special educational needs and / or disabilities, are entitled to a broad and balanced academic and social curriculum in order that they can develop intellectually, socially, morally, spiritually and culturally. We promote attitudes of mutual respect and responsibility and aim to create a stimulating environment in which learning is focused on individual needs and abilities.

This policy describes the ways in which we meet the needs of children who experience barriers to their learning, responding to difficulties children may experience in the four areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

At Badsworth C of E J & I School we follow the definition given in the Special Educational Needs and Disability Code of Practice 2014, which states that; "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." A child has a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.

### **AIMS**

- To ensure the SEN and Disability Act and relevant Code of Practice and guidance are implemented effectively across the school.

- To ensure equality of opportunity for, and eliminate prejudice and discrimination against, children with special educational needs and / or disabilities.
- To monitor continually the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to a broad and balanced curriculum through differentiated planning by class teachers, SENDCo, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded on our school records as having SEND.
- To ensure that pupils with SEND are perceived and treated positively by all members of the school community, and that inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- Wherever appropriate, to involve the children themselves in any planning and decision-making that affects them.

## **ADMISSION ARRANGEMENTS**

Admission arrangements are determined by the Local Authority current admissions policy. Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs. Parents are encouraged to inform the school of any special needs their child may have on admission. They are invited to discuss these in order that the best possible provision can begin as soon as possible.

## **MANAGEMENT OF SEND WITHIN SCHOOL**

Provision for children with special education needs and / or disabilities is a matter for the school as a whole. All teachers are teachers of children with special educational needs. Teaching children with SEND is therefore a whole school responsibility.

The headteacher and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the SENDCo.

The SENDCo is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers
- Managing a small number of specified learning support assistants
- Overseeing the records of all children with SEND
- Liaising with parents/carers of children with SEND in conjunction with the class teachers
- Liaising with external agencies
- Ongoing monitoring and evaluation of the SEND provision

## **ARRANGEMENTS FOR COORDINATING SEND PROVISION**

- The SENDCo will meet with each class teacher four times a year to discuss and review individual children and their targets /progress as identified on their Supporting Me to Learn Plan (SMTLP). Parents will be invited to these meetings, as will the pupils unless parents specifically request otherwise.
- At other times the SENDCo will be alerted to newly arising concerns by any member of staff who is experiencing concerns regarding a child's progress. The staff member will complete the areas of concern form, this will then be discussed with the class teacher and appropriate action agreed.
- Targets arising from SMTLP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENDCo, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, talking to children, pupil progress meetings and tracking progress.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by teaching assistants (TAs) throughout the school. The support timetable is reviewed regularly by the Headteacher in consultation with other senior leaders, including the SENDCo.
- Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Children will be provided for through scaffolding/differentiation in the curriculum, allowing them to be educated alongside their peers in the classroom. However, on occasions it may be deemed necessary to withdraw the child from the classroom for specific teaching.

When teachers plan differentiated/scaffolded work for their class, the provision for children with special educational needs and / or disabilities is included in that planning. All staff who will work with those children should be involved in the special needs planning. In some instances, children may be involved in group intervention programs that are planned for and led by another teacher or learning support assistant. In these instances, the SENDCo is responsible for overseeing the planning and implementation of such programs.

## **IDENTIFICATION AND ASSESSMENT ARRANGEMENTS, MONITORING AND REVIEW PROCEDURES**

The school has a system for regularly observing, assessing and recording the progress of **all** children. These assessment procedures include information gathered from:

- Foundation stage assessment criteria (EYFS)
- Progress measured against specific objectives set by the teacher / SENDCo
- Termly monitoring of all children's progress through school's tracking grids
- Half termly Pupil Progress Meetings between class teachers and the assessment coordinator/headteacher
- National Curriculum testing / assessments at the end of a key stage
- Progress measured against the Wakefield progression steps
- Independent work produced by the pupil.
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- My Support Plan
- An existing Statement of SEN or EHC Plan
- Assessments by a specialist service, such as educational psychology
- Another school or LA which has identified or has provided for additional needs

The key indicator that there is a need for action is that current rates of progress are inadequate. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that is normally available within the particular class or subject.

Adequate progress can be identified as that which:

- Prevents the attainment gap between a child and their peers from widening.
- Closes the attainment gap between a child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs and / or disabilities, Badsworth C of E J& I School will adopt a graduated response. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and a specific intervention may be put in place and monitored for a specified period of time. If no progress is noted after this time the child may be added to the school's SEND register with parental permission. The class teacher, after discussion with the SENDCo, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be recorded on a Supporting Me To Learn Plan (SMTLP) and will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and young person on a termly basis.

Reasons for a child being added to the SEND register may include the fact that they:

- Make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.

- Has communication and / or interaction difficulties, and continues to make little or no progress

If progress is still deemed to be inadequate following high-quality intervention and individualised support from a SMTLP, then a My Support Plan may be drawn up. This will occur if a parent, teacher or any other professional involved with a child feels the need for coordinated support to take place involving a range of different professionals. Where this is the case, then an initial meeting will take place and the family and young person will agree who to invite to a Planning Meeting. The Planning Meeting will agree a coordinated plan - "My Support Plan" where outcomes and actions will be set. Details of how the My Support Plan will be monitored and reviewed can be found on the council's website by searching for 'My local offer'.

### **PARTNERSHIP WITH PARENTS /CARERS**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs and / or disabilities will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs and/ or disabilities often have a unique knowledge of their own needs and views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and/ or disabilities and the special educational needs information report, including the arrangements made for children in our school with SEND.

At all stages of the SEND process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have SMTLP review meetings each term to share progress with parents. Copies of SMTLP's are sent out to parents following the review meetings. We inform parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents will not only be involved 'officially' at all stages of their child's progress if they have been identified as having special educational needs and/ or disabilities, but must also feel they are able to discuss their children with the Class Teacher/SENDCo/Headteacher on a friendly, informal basis and are able to make additional appointments on request. Parents' concerns for their child will always be listened to and appropriate action taken where necessary.

Wakefield council provide a service called WeSail - Special Educational Needs Disability Information Advice Support Service (SENDIASS). SENDIASS provide free, impartial information, advice and support to parents, carers and children and young people who have, or may have, special educational needs and or disability. Information packs are available at school or parents may contact SENDIASS directly.

### **THE NATURE OF INTERVENTION**

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with a Teacher, a Higher Level Teaching Assistant (HLTA) or other TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed.

### **THE USE OF OUTSIDE AGENCIES**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at

least in part, in the normal classroom setting. The delivery of the interventions recorded in the SMTLP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a level substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

## **SCHOOL REQUEST FOR EDUCATION HEALTH AND CARE NEEDS ASSESSMENT**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and/ or disability and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Supporting Me To Learn Plan (SMTLP's) and targets for the pupil.
- The My Support Plan
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Levels of attainment in English and maths.
- Education and other assessments, for example from an Advisory Specialist Support Teacher or Educational Psychologist.
- Views of the parents.

The parents of any child who is referred for an Education, Health and Care needs assessment will be kept fully informed of the progress of the referral. Children with an existing statement of special educational needs or an EHC plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCo from the high school will be invited to the review meeting.

## **EDUCATION HEALTH AND CARE PLANS**

When the LA has completed the assessment of a child, they will decide whether to issue an EHC Plan or whether they believe the child's needs can continue to be met through the My Support Plan. If an EHC Plan is issued it will specify clearly the provision necessary to meet the needs of the child. Badsworth C of E J & I School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to, or appropriate exclusions from, the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum. In most cases children with an existing EHC Plan will have short-term targets set out in a SMTLP. Where the LA declines to provide an EHC Plan, parents have a right of appeal against the decision.

## **ANNUAL REVIEW**

All existing Statements of SEN and EHC Plans are reviewed annually. This allows parents, the LA, the school and other professionals involved, to consider the progress the child has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision. The review meeting will normally be arranged in school and will be chaired by the SENDCo. The SENDCo will convene the meeting, inviting the child's parents/carers, a relevant teacher, teaching assistants, a representative of the LA, any person whom the LA considers appropriate, and any other person whom the SENDCo thinks appropriate.

## **TRAINING**

SEND awareness raising and training issues are identified and prioritised within the school's annual programme of CPD, as part of the school's overall development plan.

## **LINKS WITH OTHER SCHOOLS/TRANSFER ARRANGEMENTS**

Early Years Foundation Stage staff will meet with staff from our partner nursery prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting. Class teachers of children joining from other schools will receive information from the previous school; if there is

an SEND issue the SENDCo will telephone to further discuss the child's needs. Children transferring from Badsworth C of E J & I School to new schools will have information forwarded on regarding their particular needs. The SENDCo/class teacher will discuss these children with other schools on request.

### **EVALUATING SUCCESS**

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, SENDCo and subject co-ordinators
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEND register
- Monitoring of procedure and practice by the SEND Governor
- School self-evaluation
- The School Improvement Plan

### **COMPLAINTS PROCEDURE**

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEND provision will be rare. However, should there be a complaint the following procedure will be adopted:

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the SENDCo.
- 2) If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher.
- 3) If a satisfactory outcome cannot be reached at this stage, then the matter should be followed up in accordance with the Schools' Complaints Procedure.

This policy will be revised annually.

Last revised and amended September 2024

 <p>THE CHURCH OF ENGLAND Diocese of Leeds</p>	<p>The Designated Senior Lead (DSL) for Safeguarding &amp; Child Protection is the Headteacher, Jenny Griffiths, supported by the Deputy Headteacher Jake Thomson, Dominique Jenkins EYFS and KS1 Team Leader and the SENDCO Marie Parker.</p> <p>Social Care Direct 0345 8 503 503</p>
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