



# POLICY

## SPECIAL EDUCATIONAL NEEDS POLICY





“We all flourish from a wealth of learning experiences that positively impact on our academic, physical and emotional success”

## POLICY DETAILS

Policy Title:	<b>Special Educational Needs Policy</b>
Version:	1.0
Date created:	06/10/2025
Purpose:	This policy aims to ensure the school will support and make provision for pupils with special educational needs and disabilities
School Committee Scrutiny:	October 2025
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## POLICY HISTORY

Version:	Date:	Changes:
1.0	06/10/2025	New policy

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The school will ensure accessibility for all pupils through ongoing reviews of the physical environment, curriculum, and information access. Transition planning will begin early for pupils with SEND moving between year groups, ensuring a smooth and supportive process.13

## 1. AIMS AND OBJECTIVES

Burnt Oak is an extremely inclusive school and has been recognised for this with the award of Inclusion Quality Mark (IQM) Flagship status. The school recognises and values the individuality in all of our children. We are committed to giving every child the opportunity to achieve to their full potential. This policy aims to ensure the school will support and make provision for pupils with special educational needs and disabilities.

Our special educational needs and disabilities (SEND) policy aims to:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

## 2. VISION AND VALUES

We are committed to providing an engaging, challenging and stimulating education to all the children living in our local area. We believe that all children, including those identified as having additional educational needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them. We believe that all children should be fully included in all aspects of school life and equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

## 3. LEGISLATION AND GUIDANCE

- This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs - INCLUSION AND EQUAL OPPORTUNITIES

#### 4. INCLUSION AND EQUAL OPPORTUNITIES

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life

#### 5. DEFINITION OF SPECIAL EDUCATION NEEDS

Special educational needs Code of Practice (2015) states:

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in schools."*

Any child who has SEN may have a disability under the Equality Act 2010 – that is defined as *"a physical or mental impairment which has a long-term (this is defined as a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities."*

Disability is defined as:

Pupils 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.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 6. SPECIAL EDUCATIONAL PROVISION

The SEN Code of Practice (2015) highlights the need for pupils with SEND to receive high quality teaching that is differentiated and personalised. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. **Special educational provision is underpinned by high quality teaching and is compromised by anything less.** Special educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The school will make reasonable adjustments for pupils with SEND (Special Education Needs/Disabilities), so that they are not at a substantial disadvantage compared with their peers

## 7. FOUR TYPES OF IDENTIFIED SEN

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Need

Area of Need	Definition
Communication and Interaction	<p>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p>

	<p>Children with ASC, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others</p>
<p>Cognition and Learning</p>	<p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p>
<p>Social, Emotional and Mental Health (SEMH)</p>	<p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.</p> <p>These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder</p>
<p>Sensory and/or Physical Need</p>	<p>Some children require special educational provision because they have a disability which prevents or</p>

	<p>hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.</p> <p>Some children have a physical disability (PD) that requires additional ongoing support and equipment to access all the opportunities available to their peers.</p>
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## 8. ROLES AND RESPONSIBILITIES

- The SENCO at our school is Mr D Brooks-Smith
- Speech and Language Lead is Miss L Youdle
- EAL Lead is Mr N Lowe.
- Pastoral Manager is Mrs I Anderson.

## 9. THE ROLE OF THE SENCO

The SENCO will:

- Early identification of pupils with Special Educational Needs by providing advice and practical support to early years providers about approaches to identification.
- Liaise with parents to discuss their child's needs, to inform them that their child may have SEND and discuss the support their child may receive.
- To work with parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- To carry out assessments and oversee interventions through provision mapping.
- developing and disseminating good practice.

- Plan, do and review (the graduated approach) the children with SEN needs that may build up to applying for an EHCNA (Education, Health and Care Need Assessment)
- Supporting the development and delivery of training both for individual settings and on a wider basis.
- Reviewing EHCP (Education, Health and Care Plan) through PCAR (Personal Centred Annual Review).
- When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority or school quickly.
- Liaise with other schools or education providers to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the Headteacher, regularly review and evaluate the coverage and impact of the SEND support the school offers or can access, with support from the Local Authority. Please find local offer link <https://www.medway.gov.uk/localoffer>

## 10. THE ROLE OF THE GOVERNING BODY

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **11. THE SEND LINK GOVERNOR**

The SEND link governor is Mrs Camellia Carne

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **12. THE ROLE OF THE HEADTEACHER**

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school 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

### **13. THE ROLE OF THE PARENT OR CARER**

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **14. IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils 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 pupil is making slow progress, they will target the pupil'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 pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil 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 pupils whose first language is not English.

When deciding whether the pupil 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 pupil 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 pupil is joining the 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 the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **15. CONSULTING AND INVOLVING PUPILS AND PARENTS**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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

## **16. THE GRADUATED APPROACH**

- Where a pupil is identified as having SEN, The school will look to remove or reduce the impact any barriers to learning and put effective special educational provision in place.

- This SEN support should take the form of a four-part cycle, known as the graduated approach. The four parts are assess, plan, do and review.

### **16.1 Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The 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 pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **16.2 Plan**

In consultation with the parents and the pupil, 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 pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our provision maps and will be made accessible to staff in a provision map or school-based support plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **16.3 Do**

The pupil'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 pupil. 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 pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **16.4 Review**

The effectiveness of the support and interventions and their impact on the pupil'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 pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

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

## **17. 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 the school's plan for continuous professional development.

## **18. LINKS WITH EXTERNAL PROFESSIONAL AGENCIES**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Behaviour outreach support – Fortis Trust or Marlborough Outreach
- Educational psychologists
- Occupational therapists, or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

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## **19. ACCESSIBILITY AND TRANSITIONS**

**The school will ensure accessibility for all pupils through ongoing reviews of the physical environment, curriculum, and information access. Transition planning will begin early for pupils with SEND moving between year groups, ensuring a smooth and supportive process.**

