

Berrywood Primary School
Special Educational Needs and Disability (SEND) Policy

Last reviewed: October 2025

Approved by Full Governing Body: November 2025 (pending)

Next review: October 2026

Purpose

This policy explains how Berrywood Primary School identifies, assesses and makes provision for pupils with Special Educational Needs and Disabilities (SEND). It sets out our approach to inclusion and the roles and responsibilities of staff, governors, parents and pupils. The policy is written to align with current Department for Education statutory guidance and the SEND Code of Practice.

Our vision and values

We believe every child should have access to a broad, balanced and ambitious curriculum and the opportunity to make rapid and sustained progress. We value and respect the individuality of all pupils and aim to remove barriers to learning so children can flourish socially, emotionally and academically.

Legal framework and compliance

This policy has been developed in line with:

- The SEND Code of Practice (0–25)
- Children and Families Act
- Equality Act
- Statutory guidance on Supporting Pupils with Medical Conditions
- DfE guidance for schools and other relevant statutory guidance

Key contacts

- **SENDCo:** Amy Spencer, National Award for SEN Coordination (NASENDCo). Contact via school office: 01489 780068. Email: aspencer@berrywoodprimary.co.uk
- **Headteacher:** Chris Reilly
- **SEN Governor:** Alison Millman

Aims and objectives

- Identify and assess pupils with SEND early and accurately.
- Provide high quality, evidence-based support that is additional to and different from quality first teaching where needed.
- Work in partnership with parents, pupils and external professionals.
- Promote equality of opportunity and remove barriers to learning.
- Prepare pupils for next stages of education and life.

Definitions

A pupil has SEND if they have learning difficulties or disabilities that call for special educational provision — provision different from or additional to that normally available to pupils of the same age.

SEND needs are commonly described in four broad areas:

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

Identification and assessment

We use a graduated approach (Assess → Plan → Do → Review).

- High-quality inclusive classroom teaching is the first step for all pupils. Teachers are responsible for adapting teaching to meet individual needs.
- Pupils causing concern are monitored and, where appropriate, discussed with the SENDCo.
- Assessment draws on class teacher observations, school tracking data, the views of parents and pupils, and, where appropriate, advice from external specialists.
- Parents are informed and involved appropriately. Where a pupil is identified as having SEND, parents will be formally advised and the pupil added to the school SEN register.

SEN register entry and removal criteria

- **Entry:** Pupils are placed on the SEN register when, despite high-quality inclusive teaching and short-term school interventions, they continue to make insufficient progress or when specialist assessment/advice indicates the need for additional or different provision. Evidence used includes class tracking, intervention outcomes, observations and external reports. The decision to add a pupil to the register is made by the class teacher and SENDCo.
- **Removal:** Pupils will be removed from the SEN register when agreed outcomes are met and progress is sustained without SEN Support. Removal decisions are recorded, communicated to parents and kept on file. The child will be placed on the monitoring list so the SENDCo will continue to track their progress for a period of time.

Parental consent and information sharing

- Parents will be asked to give consent before referrals to external agencies and before targeted information is shared, unless urgent safeguarding concerns require immediate sharing. Consent records are retained with the pupil's SEND file.
- **A concern shared by parent or teacher does not automatically place the child on the school's SEN register.**

SEND support (SEN Support)

When a pupil is identified as needing SEN Support we will:

- Strengths, Areas of need, strategies to support are recorded on One Page Profiles and reviewed at least termly.
- Put in place targeted interventions and classroom adaptations. Interventions are chosen on the basis of evidence of effectiveness and are time-limited; impact is measured against agreed targets and recorded on the provision map.
- Record provision on the school's provision map and maintain a One Page Profile for each pupil on the SEN register. One Page Profiles include pupil voice, strategies that work and agreed targets.
- Monitor and evaluate impact termly and adapt provision as necessary.

Intervention selection and evaluation

- Interventions are selected using an evidence-informed approach (referencing local authority guidance and published evidence bases where appropriate). Each intervention has clear entry and exit criteria, measurable outcomes and a review date.

Rewards and reasonable adjustments for pupils with SEND

- Berrywood's rewards systems (including House Points, certificates, Golden Time and other recognition) are used to promote positive behaviour and achievement for all pupils. For pupils with SEND the school will make reasonable adjustments to how rewards are applied so that recognition is fair, accessible and motivates the individual. Adjustments may include:
 - **Flexible criteria for earning rewards** where standard measures (e.g., sustained whole-class contribution) are adapted to reflect personalised targets or small-step progress.
 - **Alternative reward formats** such as private verbal praise, sensory breaks, short one-to-one celebrations, or visual tokens, when whole-class public rewards are ineffective or distressing for a pupil.
 - **Differentiated timeframes** so small, rapid achievements are celebrated promptly rather than waiting for termly or whole-class milestones.

- **Collaboration with families** to agree motivating rewards that are meaningful to the pupil and culturally appropriate.
 - **Recording adjustments** on the pupil's One Page Profile so all staff understand and apply the agreed approach consistently.
- The Headship Team, SENDCo and Year Team Leaders will advise class on reasonable adjustments to rewards and will review effectiveness at termly SEN reviews.

Education, Health and Care Plans (EHCP)

- If a child's needs are complex or not met through the school's resources, we may request a statutory assessment for an EHCP. Requests are normally initiated at a review point when, despite appropriate and sustained SEN Support, outcomes remain limited.
- Applications for EHCPs bring together information from parents, teachers, the SENDCo and health or social care professionals. The SENDCo will support parents through the referral process and explain the paperwork and evidence required. The school works within the LA timescales for statutory assessment.
- If an EHCP is issued, it will be reviewed at least annually with parents, the pupil and all relevant professionals. Where an EHCP names Berrywood Primary School, we will work with the LA and parents to meet the plan.
- If parents disagree with LA decisions about EHCPs or provision, they are entitled to mediation and, if necessary, to appeal to the Special Educational Needs and Disability Tribunal; the school will signpost and support parents through these routes.
- **Further information about EHC Plans can be found via the Hampshire SEN Local Offer:**
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Teaching and learning

- Teachers remain responsible for day-to-day teaching and progress of all pupils, including those receiving additional support.
- Teaching assistants and specialist staff deliver interventions planned with teachers and monitor outcomes.
- We adapt the curriculum, resources and learning environment to meet a wide range of needs.
- Accessibility considerations are embedded in planning; the school's Accessibility Plan provides further detail.

Transition planning

- Transition arrangements are planned and personalised to reduce pupil anxiety and promote continuity.
- For Year 6 pupils moving to secondary school we coordinate transition visits, additional transition days and multi-agency meetings as required. Where an EHCP names a particular secondary school, we liaise with the LA and receiving school to support placement and provision.
- The SENDCo liaises with receiving schools and other settings to ensure smooth transfer of information and provision. Transition planning includes transfer of One Page Profiles, records, SATs/access arrangements information and phased transition arrangements where appropriate.

Partnership with parents and pupils

- We recognise parents as partners and will keep them informed and involved.
- Pupils' views are sought and considered when and planning provision. Pupil voice is recorded in One Page Profiles, review meetings and age-appropriate questionnaires and is used to shape provision.
- Where appropriate, the SENDCo will signpost families to local support services and the Hampshire Local Offer. The school publishes a statutory SEN Information Report and the Accessibility Plan on the school website; these documents explain provision in more detail and how to access further support.

Working with external agencies

We work with a range of external professionals to support children's needs, including (but not limited to):

- Educational Psychology Service
- Speech and Language Therapy
- Primary Behaviour Support
- CAMHS and mental health services
- Occupational therapy and physiotherapy
- Social care and early help services

The school follows local protocols for referrals and multi-agency working. Written parental consent is obtained for referrals and for onward sharing of information unless urgent safeguarding concerns require otherwise.

Roles and responsibilities

- **Governing Body:** Ensures the school meets its statutory duties and monitors SEND policy and provision. The governing body appoints a SEN Governor who meets regularly with the SENDCo. The governors review the school's SEN Information Report and Accessibility Plan annually.
- **Headteacher:** Overall responsibility for day-to-day management of all school matters including SEND provision.
- **SENDCo:** Co-ordinates SEND provision, advises staff, liaises with parents and external agencies, maintains records and supports transitions. The SENDCo holds the NASENDCo qualification and leads CPD for staff.
- **Class teachers:** Responsible for planning, delivering and evaluating teaching and interventions; for working with teaching assistants and informing parents of progress.
- **Support staff:** Deliver planned interventions and contribute to reviews and record keeping.

Staff training and resources

- The school provides ongoing professional development on SEND issues. The SENDCo audits training needs and coordinates whole-school and individual training.
- The deployment of the SEND budget is decided by the Headteacher and governors in order to best meet identified needs.

Record keeping and data protection

- Records relating to SEND are held securely and shared only with staff who need the information to support the pupil.
- The school complies with data protection legislation and publishes a Privacy Notice for pupils and parents.

Monitoring, evaluation and reporting

- Provision and outcomes for pupils with SEND are reviewed termly. The SENDCo, SLT and Governors evaluate the impact of interventions and report annually on SEND provision as part of the school's self-evaluation and improvement planning.
- The school uses both quantitative data (attainment and progress measures) and qualitative evidence (pupil and parent feedback, observations) to evaluate effectiveness.

Admissions and accessibility

- The school's admissions arrangements do not discriminate against pupils with SEND. Where an EHCP names Berrywood Primary School, we will work with the LA and parents to meet the statutory requirements and agreed provision.
- We make reasonable adjustments to ensure accessibility and inclusion; the Accessibility Plan sets out further details and is published on the school website. The plan covers physical access, curriculum access and access to information and auxiliary aids.

Supporting pupils with medical conditions

- Pupils with medical needs are supported in line with the school's policy for Supporting Pupils with Medical Conditions. Where necessary, individual healthcare plans are developed in partnership with parents and health professionals.

Anti-bullying and behaviour

- The school takes bullying seriously and has clear procedures to record, investigate and address incidents. Derogatory language or behaviour related to SEND or disability is actively challenged.
- Social, emotional and mental health needs are supported via pastoral systems, targeted interventions and, where necessary, referral to external services.

Complaints

- Concerns about SEND provision should be raised with the class teacher or SENDCo in the first instance. If unresolved, a formal complaint can be made to the Headteacher in writing. Unresolved issues will follow the school's Complaints Policy and, if necessary, statutory complaint routes.
- For disputes specifically related to EHCP decisions or provision, parents are entitled to mediation and, if necessary, to appeal to the Special Educational Needs and Disability Tribunal; the school will signpost and support parents through these routes.

Policy review

This policy will be reviewed annually or earlier if required by changes in legislation or guidance. Reviews will take account of monitoring outcomes, parent and pupil feedback, and good practice.