



Austrey C of E Primary School
Special Educational Needs
Policy

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Agreed by LAB:

Review: Autumn 2026

The BDMAT SEND vision

We are 'ONE'

'Together, you are the body of Christ, and each one of you is a part of that body'

Corinthians 12

Principles of Belonging

Our Five Principles of 'Belonging' drive and empower all we do to ensure every SEND pupil in our trust feels a true sense of belonging and in doing so achieves their very best.



Dignity for ALL Dignity not deficit- Children who learn at different rates are embraced, their education should be characterised by dignity and learning with support for their needs.

All empowered to enact change Accountability and action at all levels- everyone across BDMAT has the agency and responsibility to act.

Together we thrive Greater complexity merits greater expertise- All professionals working in BDMAT have a responsibility to provide a high-quality education for all where all children across the trust thrive.

Great destinations, different journeys Children who learn at different rates are embraced across BDMAT - education is characterised by recognising that some children may have a different journey but will still reach the destination they are capable of

Celebrating every success Success does not look the same for all children within BDMAT - we value and celebrate a wide range of achievements and experiences, including different ways of participating in and contributing to society

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows: *Created to be like God, we are all individual, different, and precious.*

As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek justice for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need and we act and speak up for those who don't. Equity underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school.

Trusting in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SAFEGUARDING

Austrey Church of England Primary School recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline (Keeping Children Safe in Education, para 201, DfE, Sept 25). Austrey Church of England Primary School will ensure close liaison with the designated safeguarding lead (Sara Eley) and the SENCO (Lisa Stephenson). The school will consider extra pastoral support and attention for these children along with ensuring any appropriate support for communication is in place.

Being the best we can be together!

At Austrey Church of England Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our academy is valued and respected. Our broad, balanced and creative curriculum provides opportunities for everyone to achieve and succeed whilst encouraging individuality. Every teacher is a teacher of every child; including those with SEND.

The Children and Families Act 2014 came into force from the 1st September 2014. An SEND Code of Practice, 0-25 years, accompanies this legislation and provides statutory guidance for organisations which work with support children who have SEND. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>.

For those children with the most complex needs, an Education, Health and Care Plan (EHCP) may be required. An EHCP is issued by the local authority in which the pupil resides.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The local offer for each of the three counties can be found at:

- <https://www.warwickshire.gov.uk/send>
- <https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/SEND-Home.aspx>
- <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

The Austrey SEND information report also provides information relating to provision for SEND in school. This can be found at [SEN - Austrey Church of England Primary School](#)

Neurodiversity

Neurodiversity refers to the diversity of human minds. This includes the differences between how people think, process information, behave and communicate.

At Austrey we believe that differences should be recognised, understood, respected, and celebrated. We understand that every classroom is neurodiverse, as every pupil will have a different way of thinking, feeling, and learning. We recognise that many neurodivergent pupils face cognitive, sensory, and social challenges in the school environment.

We aim to work in partnership with neurodivergent pupils and their families by

- understanding what helps to make an individual feel safe, comfortable and secure,
- making sure they are listened to and their needs respected
- ensuring their voices are heard

I. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupils' needs are catered for to the best of our ability.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), BDMATs and Warwickshire's network of SENCos, Warwickshire Early Support services or the Integrated Disability Service

- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sport activities.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the head teacher: Sara Eley
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENCo: Lisa Stephenson. The SENCo has the National SEN Award Qualification

3. Arrangements for coordinating SEND provision

Our school information management service, Arbor, and the SENCo will hold details of all SEND records for individual pupils.

All staff can access:

- The Austrey SEND Policy
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Warwickshire, Staffordshire or Leicestershire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to endeavour to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

Please refer to the admissions policy on the website - <https://austrey.bdmatorg.uk/admissions/>. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek advice/support from SEND services where necessary; this may include occupational therapy, speech and language therapy or the educational psychology service.

6. Facilities for pupils with SEND The school complies with all relevant accessibility requirements, please see the school's SEND information report to parents on the school's website. If we require further facilities we will endeavour to arrange them given space and resources.

7. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher and the SENCo. Where a pupil is still achieving academically but is experiencing social, emotional or mental health difficulties, the class teacher will monitor and liaise with the SENCo and parents.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may observe the pupil in class.
- If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring may be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school as working in partnership ensures the best outcomes for children.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.
- Teachers meet regularly with a member of the senior leadership team to discuss individual children's progress and next steps in learning.
- Parent's evenings are used to discuss and share information about a child's progress.

SEND Support

Where it is determined that a pupil has an SEND need, parents will be invited in for a discussion with the class teacher or SENCo and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and thereby remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

At Austrey this process is formalised through the generation of a 'Learning Passport' which includes achievable, timely and measurable targets that aim to enable the pupil to gain success in their learning with small, individualised steps. These Learning Passports are reviewed and rewritten three times a year following the assess, plan, do, review process outlined below.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. External Agencies will contribute to the assessment of need where relevant.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan Needs Assessment (EHCNA)

If a child has lifelong or significant, complex difficulties they may be referred for an EHCNA conducted by the Local Authority. An EHCNA is usually requested by the school but can also be requested by a parent. If a pupil's needs are multiple and complex and they have not made progress at their level for some time the school may put in a request for an EHCNA. Evidence collated over a minimum of two assess-plan-do-review cycles along with professional expert reports will be submitted to the Local Authority. The decision to make a referral for an Education, Health and Care Plan Needs Assessment is decided by the Local Authority based on the evidence submitted.

The application for an Education, Health and Care Plans Needs Assessment will combine evidence from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- External agencies such as CAMHS, Education Psychology, Speech and Language Therapists or Specialist Teacher Support

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Education, Health and Care Plans [EHC Plan]

- Following an EHCNA, an EHC Plan may be issued by Warwickshire, Staffordshire or Leicestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The school will work to deliver the 'outcomes' of the plan. The plan may allocate additional funding to the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Medical Needs

For children with specific medical needs, the school will aim to work in collaboration with parents and the relevant medical professionals. The school may seek support from Warwickshire's Integrated Disability Service. If relevant a risk assessment, personal emergency evacuation plan or care plan may be written and followed. Further information can be found in the school's First Aid and Health and Safety policies.

9. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo, who may be able to resolve the issue or advise on formal procedures for complaint. The complaints policy can be accessed here: <https://bdmatschools.com/documents/>

10. Links with other agencies

Austrey Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo, or in some cases the headteacher, is the designated person responsible for liaising with the following:

- Education Psychology Service
- Social Care
- Speech and Language Service
- Integrated Disability Service (IDS)
- Specialist Teacher Support (Local Authority)
- Early Support/Early Help
- Virtual school
- CAMHS
- Occupational therapy

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

The SEND Information Report for each school identifies further information to support this policy: <https://newtonregis.bdmat.org.uk/sen/>