



Battle Primary Academy
Empowering Opportunity

Name of Policy	SEND policy
Scope of Policy	How we support students with SEND
Approved by	The Board of Trustees
Date of Approval	July 2025
Review period	Annually
Review Date	July 2026

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

Contents

1. Aims and objectives.....	2
2. Vision and values.....	2
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities.....	3
5. Definitions.....	3
6. Roles and responsibilities.....	5
7. SEN information report.....	9
8. Our approach to SEND support.....	9
9. Expertise and training of staff.....	11
10. Links with external professional agencies.....	11
11. Admission and accessibility arrangements.....	12
12. Complaints about SEND provision.....	12
13. Monitoring and evaluation arrangements.....	12
14. Links with other policies and documents.....	13

1. Aims and objectives

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

- Make sure our school implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities conducive to a mainstream setting
 - Provide pupils with SEND access to aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND, where possible
 - Support pupils with SEND to 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 the support and provision provided
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by staff

2. Vision and values

At Battle Primary Academy, we believe passionately in the importance of inclusion and equity for our children and adults, and strive to ensure that these values are at the heart of our SEND practices.

We have high expectations of all of our children and strive to put these into practice through the removal of barriers to learning and participation, where possible. At our school, we provide pupils with access to a broad and balanced curriculum. We want all children to feel that they are a valued part of our school community.

We wish for our pupils to aim high, achieve to the best of their ability and make the best possible progress in school.

Through appropriate curricular provision, we respect the fact that children may:

- have different educational, social and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We are committed to supporting our pupils, where possible, to have the chance to thrive and meet their full potential.

3. Legislation and guidance

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out Local Authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) 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
- 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 Trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit pupils whose education, health and care (EHC) plan names the school and where we are able to provide the provision set out in said EHC plan, and its duty not to disadvantage, unfairly, children with a disability or with special educational needs that can be met in a mainstream setting

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school, we strive to create an inclusive teaching environment that offers pupils a broad, balanced and challenging curriculum. We are committed to offering pupils the chance to thrive and fulfil their aspirations.

We hope to achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to support pupils with SEND so that they may be included in aspects of school life, where possible.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

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.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are Neurodiverse, including those on the Autism spectrum often have needs that fall into this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties, which can impact pupils in acquiring and applying academic and life skills compared to their peers. This can include difficulties in holding or processing information • Severe learning difficulties, which can impact pupils’ ability to learn independently. This can involve an array of difficulties including memory, processing and physical challenges. (This level of need can sometimes be met in mainstream settings depending on the level of reasonable adjustments and type of support required.) • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. (This level of need is normally met in a specialist setting.)

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder • Suffered adverse childhood experiences or are currently experiencing difficulties either at home or with relationships in school that requires them to receive support <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. There are often external agencies that assist with the support of these needs, such as the Sensory Consortium.</p>

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at our school is Sue Podolska

Her contact details are:

Email: spodolska@battleprimary.co.uk

Telephone: 0118 937 5421

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made or intended to be made. This might include asking parents to contact outside agencies, such as GPs to eliminate issues that could be barriers to learning.
- Work with the Principal and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to support pupils with SEND.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal and school Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Principal, 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
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the school's identification of SEND, both within the school and, in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 Board of Trustees

The board 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 SEND 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 SENDCO 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

6.3 The SEND link Trustee

The SEND link Trustee is Bob Kenwick

His contact details are:

TLT Central Offices, c/o Reading Girls' School, Northumberland Avenue, Reading, RG2 7PY

Telephone: 0118 931 2777

The SEND Trustee 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 Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Principal

The Principal will:

- Work with the SENDCO and SEND link Trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school Trustees 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 SENDCO 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 SENDCO, 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 SENDCO, 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 SENDCO 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

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class including those with mainstream SEND needs
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

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.

Parents could be asked to attend the Triple P parenting course, run by and at the school, especially if there is a possibility of a CAMHS referral or where behaviour is a barrier to a pupil's engagement in learning or where a pupil is requiring a higher level of support in school that an EHC plan would benefit the pupil.

Where a pupil has an EHC Plan, they will be invited to participate in discussions and decisions about this support. They will be:

- Invited to Annual Review meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND 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
- Given an annual report on the pupil's progress

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

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assess their needs

We will assess 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 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 SENDCO 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 SEND.

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 SEND for pupils whose first language is not English, although this might have to be after a term or two of settling in depending on the level of English of each child so that appropriate assessment is possible.

When deciding whether the pupil needs special educational provision, there will be a discussion on desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. This will be used 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 SEND
- 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 gather additional relevant information before the pupil starts at school, so that, if school thinks they are able to support the needs of the child, then the support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will always consider the views of the pupil and their parents where decisions are made about special educational provision.

Early identification of pupils' needs and any special education provision required is crucial. If it is appropriate, the concerns will be discussed with the child in addition to the parents and teaching staff. Conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

Parents will be notified if it is believed that their child will require special educational provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, there may be a period of observation and assessment whilst any barriers to learning are identified and effective special educational provision is considered, discussed and put in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

Assessment of a pupil's strengths and difficulties will be discussed by the class teacher and the SENDCO. There might be screening assessments carried out to provide a clearer picture of need. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessments will be reviewed 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.

2. Plan

The teacher and the SENDCO will decide which adjustments, interventions and support will be put into place to support pupils. These will be discussed with parents at Parents' Evenings.

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.

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

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 SENDCO 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.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed by the teachers, the Principal and SENDCO.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census, these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Using pupil questionnaires
- Monitoring by the SENDCO and discussion with teachers
- Holding Annual Reviews for pupils with EHC plans
- Getting feedback from pupils and their parents

9. Expertise and training of staff

Our SENDCO has many years of experience in child development and mental health, 18 years of experience working in mainstream primary schools as both a teacher and a senior leader and over 10 years as a SENCO.

Training is provided to teaching and support staff. The Principal and the SENDCO 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.

10. 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, occupational therapists & physiotherapists, where available
- Specialist teachers or support services
- Educational psychologists
- General practitioners or paediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Primary Mental Health Support workers
- Mental Health Support Team

11. Admission and accessibility arrangements

11.1 Admission arrangements

See admissions policy [here](#)

Where a pupil has an EHC Plan and Battle Primary Academy has been named, the school will consider whether the placement of said child would be compatible with the efficient education of others. *(In line with Section 39 of the Children and Families Act 2014)*

11.2 Accessibility arrangements

See accessibility plan [here](#)

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. For further concerns, please contact Sue Podolska (SENDCo). If this does not resolve their concerns, parents are welcome to submit their complaint, formally.

Formal complaints about SEND provision in our school should be made to the Principal in the first instance. They will be handled in line with the school's complaints policy. See [here](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, [KIDS SEND Mediation: Resolving disagreements for children and young people with SEND](#) You can request mediation by contacting:

03330 062 835. (This is a local rate number)

senmediation@kids.org.uk

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term

- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by our SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- [SEN information report](#)
- [The local offer](#)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy