



Barrow Island Community Primary School

SEND POLICY AND PROCEDURES 2025-2026

At the time of publishing the following roles were held:

Headteacher	Vicky Evans
SENCO	Vicky Evans

Approved by¹

Name:	Carly Buckingham
Position:	Chair of Governors
Signed:	
Date:	July 2026

Barrow Island Primary School Special Educational Needs (SEN) Policy (Updated July 2026)

Purpose and legal status

This policy sets out how Barrow Island Primary School fulfils its statutory duties under Part 3 of the Children and Families Act 2014 and the SEND Code of Practice: 0–25 years (DfE/DoH, 2015). It also reflects duties under the Equality Act 2010 and Keeping Children Safe in Education. The policy explains our approach to identifying, assessing and making provision for pupils with special educational needs (SEN) and is consistent with our published SEN Information Report (Local Offer).

Last reviewed: July 2026

Next review due: July 2028

Principles

- Every teacher is a teacher of pupils with SEN. Quality first teaching, carefully adapted, is the first response to pupils who have or may have SEN.
- We use a graduated approach (Assess → Plan → Do → Review) to tailor support and to check impact.
- Parents/carers and pupils are partners. We aim for meaningful co-production of plans and decisions.
- The school will use its best endeavours to secure special educational provision to meet a pupil's needs.
- The SENCO will ensure that pupils with SEN are identified early and that provision is recorded, monitored and regularly evaluated.

Aims

- To ensure all pupils can access a broad, balanced and relevant curriculum and make measurable progress.
- To identify needs early and remove barriers to learning so pupils achieve their potential.
- To ensure parents/carers and pupils are involved in decisions and informed about support.
- To work with external agencies to secure specialist advice where required.

Definitions and broad areas of need

We follow the SEND Code of Practice in recognising the four broad areas of need:

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

Identification and early assessment

- Teachers are responsible and accountable for the progress of all pupils in their class, including those receiving additional support. High-quality formative assessment is used routinely.
- Indicators for further assessment include: slower than expected progress despite targeted teaching; widening attainment gaps; and difficulties with social or emotional development. Other factors (attendance, EAL, medical needs, disadvantage) are considered but are not by themselves indicators of SEN.

- Initial concerns should be discussed with the class teacher. The SENCO (Headteacher, V. Evans) may be involved early to advise and to co-ordinate assessment. Early discussion notes are recorded on the pupil's school file.

Graduated approach — Assess, Plan, Do, Review

Assess

- The teacher, with support from the SENCO where needed, gathers evidence of the pupil's attainment, progress, learning profile and any assessments from outside agencies. The pupil's and family's views are sought and recorded. Assessment includes consideration of the quality of teaching and whether reasonable adjustments are in place.

Plan

- Where SEN is identified, the teacher, SENCO and parents agree outcomes and a time-bound plan (Individual Pupil Plan / SEN Support record). Outcomes are SMART (Specific, Measurable, Achievable, Relevant, Time-bound). The plan records provision, staff responsibilities and review dates.

Do

- The agreed strategies, adaptations and interventions are implemented. Teachers retain responsibility for day-to-day teaching and for monitoring progress. Teaching assistants and other staff work under the direction of the teacher/SENCO.

Review

- Progress against outcomes is reviewed at the end of the agreed period (usually termly). Reviews involve the pupil, parents, teacher and SENCO. The provision map/provision records are updated to show impact and costs. If adequate progress is not made, the cycle is repeated and additional or specialist input sought.

SEN support and specialist involvement

- Where required, and with parental consent, we will seek advice from external specialists (Educational Psychologist, Speech and Language Therapy, Occupational Therapy, CAMHS, specialist advisory teachers, Children's Therapy Team, Inclusion Team, etc.). The SENCO coordinates referrals and ensures school actions align with specialist recommendations.

- If, despite relevant and purposeful action, a pupil does not make expected progress, the school may request an Education, Health and Care (EHC) needs assessment from the Local Authority. The SENCO will collate required evidence and work with parents through this process.

Education, Health and Care Plans (EHCPs)

- Where an EHCP is issued, the school will put provision in place to meet the plan. Annual reviews are arranged by the SENCO in line with statutory timescales; parents, pupils and relevant professionals are invited. Any recommended changes are recorded and submitted to the LA.

Record keeping, data and confidentiality

- The SENCO maintains the school's SEND register and provision map. Records include assessments, plans, review notes, external reports and correspondence.

- Records are stored securely: hard copies in the SENCO's office; electronic records on the school's secure network with access restricted on a need-to-know basis.
- The school complies with data protection requirements. Information is shared with receiving settings with parental agreement as part of transition arrangements.

Access, reasonable adjustments and accessibility

- The school's Accessibility Plan describes action to improve access to the curriculum, information and the physical environment. Reasonable adjustments are made in line with the Equality Act 2010.
- Access arrangements for assessments and examinations are arranged in consultation with the SENCO and examination officer, following DfE guidance where required.

Inclusion and extracurricular activities

- All pupils are encouraged to participate in school activities, trips and extra-curricular provision. Risk assessments and reasonable adjustments are made to enable participation. Where necessary an appropriate level of staff support (including 1:1) will be arranged.

Transition planning

- Transition between phases and settings is planned and personalised. The SENCO coordinates information sharing with parents and receiving settings, organises additional visits when needed and records agreed transition actions. For pupils with EHCPs or high needs, multi-agency planning and person-centred transition documentation will be used.

Roles and responsibilities

Governing Body

- The governing body is responsible for ensuring the school meets its statutory duties. The governors will: approve the SEN policy, monitor its implementation, ensure that the SENCO has sufficient time and resources and appoint a named SEN governor. The Curriculum Committee receives termly updates on SEN provision and impact.

Headteacher

- The Headteacher has overall responsibility for managing SEN provision, keeps governors informed and ensures appropriate deployment of resources.

SENCO

- The SENCO (Headteacher, V. Evans) has day-to-day responsibility for the operation of this policy, coordination of provision, maintaining records, liaising with parents and external agencies, advising staff and contributing to strategic development. The SENCO is a member of the senior leadership team. Governors ensure the SENCO is given designated non-teaching time and appropriate administrative support to undertake these duties effectively.

Class teachers and support staff

- Teachers are responsible for planning and delivering adapted teaching and for monitoring the progress of all pupils. Teaching assistants and support staff carry out interventions under teacher direction and contribute to reviews and record keeping.

Staff training and professional development

- The school maintains a CPD plan for SEN-related training. Training needs are identified through monitoring and provision reviews. The SENCO disseminates training outcomes and monitors impact on practice and pupil outcomes.

Funding and resource allocation

- The school's delegated SEN budget is used to provide resources, staffing and interventions. The SENCO maintains a provision map recording the cost and impact of SEN provision to inform decisions and to support EHCP requests.

Working with parents, pupils and partners

- Parents are involved at all stages: identification, planning, reviews and decision-making. The school informs parents of impartial support services (SENDIASS) and local LA Local Offer information. Pupils are encouraged to contribute to their plans according to age and communication ability.

Complaints

- In the first instance, parents should raise concerns with the class teacher, then the Headteacher. If unresolved, the school's complaints procedure should be followed (see school website).

Safeguarding and medical needs

- The school recognises additional vulnerability for some pupils with SEN. Safeguarding procedures apply to all pupils; concerns are referred without delay to the Designated Safeguarding Lead. Care plans and medical protocols are in place for pupils with medical needs; medicines are administered only with written parental agreement.

Monitoring, evaluation and review

- The SENCO monitors implementation through termly analysis of provision maps, progress data, intervention impact and by sampling plans and review meetings. The governing body receives termly reports. This policy is reviewed at least annually or sooner if statutory guidance changes.

Publication and links

- This policy is available to parents on the school website and on request from the school office. It should be read alongside the school's SEN Information Report (Local Offer), Accessibility Plan and relevant safeguarding and medical policies.

Contact

- SENCO / Headteacher: V. Evans — via school office: 01229 820302
- SEN Governor: Sue Andrews

Sources

- Children and Families Act 2014 (Part 3)
- SEND Code of Practice: 0–25 years (DfE/DoH, 2015)
- Equality Act 2010
- Keeping Children Safe in Education (DfE)