



Special Educational Needs and Disability (SEND) Policy

Berkeley Primary School

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014).

Aims

The aims of education at Berkeley Primary School are the same for all children regardless of gender, class, race, disability or difficulty. Every child has the right to equal access to and participation in the school community and to an education which will enable them to access the curriculum and achieve their full potential.

Objectives

1. To identify children with SEND and academically more able pupils as early as possible in their school career so that those needs can be addressed.
2. To provide for the needs of each individual child using in-school resources and support from outside agencies as necessary.
3. To monitor, review and assess each child's progress regularly in order to inform future provision.
4. To liaise with parents and keep them informed of their child's progress and the provision made to meet their special educational needs.
5. Including the voice of the child in the monitoring and reviewing process.

Identification of More able, Gifted and Talented pupils

- The Gifted, Talented and More Able have been defined by the DFE as a cohort of between 5% and 10% of the school's population who achieve or have the ability to achieve at a level significantly in advance of the average for their year group and at Berkeley Primary School we use this as a guide.
- Inclusion in this cohort may not be permanent. When it is thought that inclusion is no longer beneficial, pupils may be removed from the list temporarily or permanently.
- Disaffected bright pupils need to be targeted. If a child is identified as SEND, it does not stop them from also being on this record, although additional help may be sought should this be the case.

Methods of Identification for More able, Gifted and Talented pupils

Children will be identified using a variety of methods:

- Identification as being in advance of their peer group through ongoing teacher assessment and testing undertaken annually in the summer term.
- Staff nomination of the children they feel are achieving above the standard set for the peer group.
- Identification of children who grasp concepts rapidly.
- Through assessment as defined in our assessment policy.
- Knowledge of individual children – often outside activities (i.e. ballet).

Provision for More able, Gifted and Talented pupils

Staff work hard to provide a balanced, engaging and challenging curriculum for all children. Through our provision for more able children, we seek to ensure all learning is consolidated and can be applied in new contexts.



Types of SEN

SEN is divided into 4 types:

- Communication and interaction – this includes children with speech and language delay, impairments or disorders such as autistic spectrum disorder, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, emotional and mental health difficulties – this includes different types of behaviours such as being withdrawn or isolated, challenging or disruptive. It could be the result of anxiety or depression, self-harming, substance misuse or eating disorders, or might also be caused by disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- Sensory and/or physical needs – this includes children with vision impairment (VI), hearing impairment (HI), or multisensory impairment (MSI).

Disability

Children and young people with disabilities do not necessarily have SEND but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

Identification, Assessment and Review

A register is kept of pupils with SEND. Reviews of the SEND register take place three times a year. SEND support plans are used to record additional provision for pupils on the SEND register. For pupils with Education, Health and Care Plans, an annual review meeting is also held.

The school has adopted a graduated approach as outlined in the SEND Code of Practice 0-25 (July 2014).

The stages are:

Stage 1 – First response

Stage 2 – Targeted support

Stage 3 – SEN support

SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with growing understanding of the child's needs and of what supports the child to make good progress. This graduated approach draws on more detailed approaches, frequent review, specialist expertise in successive cycles in order to match interventions to the needs of children.



Assess

Where concern is expressed that a child may have a special educational need, the teacher takes early action to assess and address the difficulties. Discussions about the child's progress take place at termly Progress Meetings where strategies are amended and adaptations suggested.

Plan

Where it is decided to provide a child with SEND support, the parents are notified and an SEND support plan is drawn up by the class teacher in consultation with the SENDCO, parents, the child and other professionals if applicable. There should be a clear focus on the desired outcomes for the child and what strategies and support is needed to achieve them.

Do

The class teacher is responsible for ensuring the plan is put into place, with guidance and advice from the SENDCO and other professionals as appropriate.

Review

The effectiveness of the support and interventions should be reviewed termly, taking into account the views of the parents and the child. Class teachers are responsible for evidencing progress according to the desired outcomes of the plan, holding the review and updating the SEND support plan.

Early Years Provision

Staff in the Early Years should use the DFE's Development Matters outcomes: a non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years to assess the extent to which a young child is developing at expected levels for their age across the seven areas of learning.

Education and Health Care Plans

If the SENDCO and class teacher agree that an Education and Health Care Plan is needed, parents will be consulted and the necessary documentation will be forwarded to the LA. The application process is a lengthy process, as it takes time to complete the application form, collate the necessary supporting evidence within school and get support and advice from external agencies.

Criteria for exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case, the views of the class teacher, parents, the child and other professionals as relevant will be taken into account. The pupil will continue to be monitored rigorously through termly Progress Meetings.

Curriculum and School Organisation

Mrs Teresa Suddaby is the members of staff responsible for SEND, our SENDCo. Jocelyn Cole is our governor with responsibility for SEND.

The school has a strong ethos of inclusion and welcomes pupils with disabilities or special educational needs. Reasonable adjustments are made to ensure that no pupil is treated unfairly because of their disability or special educational need. Academically more able pupils are challenged and supported within the whole class setting and their progress is tracked rigorously.



Berkeley Primary School SEND Policy



Pupils with SEND at Berkeley Primary School are placed in classes normally within their age group, however, each individual case is assessed appropriately. Classes are taught in these age groups. Pupils mix with their peers in all the normal social and educational activities (e.g. school or class outings, extra-curricular activities, concerts, etc) and play a full part in the life of the school.

Pupils are enabled, except in very exceptional circumstances, to participate in the normal curriculum. This may require extra support from the class teacher or a teaching assistant (TA) and/or the adaptation of learning materials or teaching methods. Some or all of the work will need to be differentiated to take into account the level at which the pupil with SEND is working. Activities and/or learning objectives are differentiated appropriately for pupils with special educational needs.

In the main curriculum area of English, the National Curriculum September 2014 is implemented. The grouping of pupils within the class and the tasks set for each group take into account the needs of all the pupils. Questioning in the shared reading and writing sessions is varied to take into account the whole ability range of the class/group. In mathematics the National Curriculum September 2014 is implemented. The vast majority of pupils follow the curriculum for their year group. Tasks are differentiated to enable pupils to work at an appropriate level. In cases where pupils have extreme difficulty with English and/or mathematics, an individually tailored scheme of "small steps" is put in place.

In all curriculum areas work may be differentiated to take into account the pupil's needs. This differentiation may be done in a number of ways, the main ones being:

- a) By task – this is done by analysing the task and the learning objective to discover what is expected of the pupil in terms of concepts, taking into account his/her previous experience and capabilities. The task can then be modified accordingly.
- b) By outcome – a common task may be undertaken by the class or group, which has a variety of possible responses or outcomes. Pupils are able to demonstrate what they know, understand or can do at their own level.
- c) By support – a common task may be undertaken by the class or group with extra support in the form of further explanation or help with reading. Recording given by a teaching assistant or the teacher to enable pupils to access the task.

In most lessons the pupil with SEND will be supported in the classroom, as necessary, by the class teacher or teaching assistant.

It is our belief that the structured learning programme delivered by the SEND tutor is vital to the pupil with SEND as it gives them the basic knowledge which underpins all their learning. It is necessary, because of the nature of the work to be carried out or timetable constraints, to withdraw the pupil from the classroom for short periods. Teachers are asked to vary activities at times when pupils from their class are withdrawn so that they do not always miss the same subject or can easily pick up the work on their return to class.



Resources and accommodation

Berkeley Primary School has several buildings on the same site. All buildings are built on one level. There is disabled access to every part of the buildings. Washing and toilet facilities for the disabled have been provided in both buildings. There are marked parking spaces near the school's front entrance for use by disabled visitors or parents of disabled pupils. Resources and records are kept in a further resource cupboard.

Specialist Support

The School may involve specialists to advise them on the early identification of SEN and effective support and interventions. The pupil's parents will always be involved in the decision to involve specialists.

Speech and Language Therapy Service

The Speech and Language Therapist attends school to deliver one to one assessments and face to face therapy, this provides an opportunity for discussion with school staff when necessary. Regular reports about the progress of individual pupils are provided for the SEND co-ordinator. The Speech and Language Therapist provides written reports for Annual Reviews of Pupils with whom she works.

Other services and organisations

The school liaises with any other services and organisations as necessary for the benefit of particular pupils at certain times in their school career. This may involve attending Social Service case conferences, obtaining information and advice, referring pupils for assessment etc.

Educational Psychology Service

The Educational Psychologist visits as necessary to observe, assess pupils about whom the school has particular concerns, to work with parents and the school together or to attend Annual Reviews or other meetings.

Occupational Therapy and Physiotherapy Services

The school has links with the Occupational Therapist and the Physiotherapist, who visit on occasions to give advice about specific pupils.

Child Development Unit

The teacher from the C.D.C. liaises about certain pupils with SEND who have been, or are due to be, admitted to the Foundation Unit at the School. SENDIASS (former Parent Partnership) Officer

Appeals and Complaints

Please see 'Complaints Procedure', 'Appeals Procedure' and 'Admissions Policy'.