



Every Child • Every Chance • Every Day

SENDCO: Teresa Suddaby

SEND Governor: Jocelyn Cole

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Local Offer Contribution: <http://www.northlincslocaloffer.com>

Berkeley Primary School is an inclusive school; we welcome all with disabilities or special educational needs. 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.

1. What is SEND?

SEND (Special Educational needs and/or Disability) is defined in the Code of Practice as having a learning difficulty or disability that calls for special educational provision to be made for them. Children have learning difficulties if they:

- have a significantly greater difficulty in learning than the majority of others of the same age.
- have a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

At Berkeley Primary we strive to provide provision for all children with SEND. Under the Code of Practice (2015). SEND is categorised into the four the following four areas of need:

1. **Communication and Interaction** e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD).
2. **Cognition and Learning** e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
3. **Social, Emotional and Mental Health difficulties (SEMH)** e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
4. **Sensory and/or Physical** needs e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP).

2. What is the role of the SENDCO in mainstream primary schools?

In line with the Special Educational Needs and Disability Code of Practice (2015) and the mandatory standards identified within National SENDCO Award training, the SENDCO has 'an important role to play with the headteacher and governing body in determining the strategic development of SEND policy and provision. They will be most effective in that role if they are part of the school leadership team' (Section 6:87). The SEND Co-ordinator (SENDCO) responsibilities may include:

- Overseeing the day-to-day operation of the school's SEND policy and prioritising cases
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support and teaching assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the SEND Team, Educational Psychology services, Health and Social services, and voluntary bodies

Our SENDCO is Teresa Suddaby, who is a valued member of the schools' leadership team. She can be contacted via the school office: 01724 867065.

3. What kinds of special educational needs is provision made for at our school?

Berkeley Primary is an inclusive school, where every child matters. We embrace the fact that the needs of every child are different and we aim to address them and support each child's development in the most appropriate way possible.

In September 2025, we had 21% of pupils who are on the SEND register and receiving additional support and had 12 pupils with an Educational, Health and Care Plan.

4. What are school's procedures with regard to the identification and assessment of children with SEND?

Throughout a child's learning journey, a child may have a learning need. These may be identified by school staff, by outside agencies working with the child or by parents/carers. In order to identify these as early as possible, we encourage parents/carers to share information and concerns with us.

If a child is new to our school, we liaise with their previous school or setting and also carry out baseline assessments on entry to identify any initial concerns or highlight any gaps in their learning.

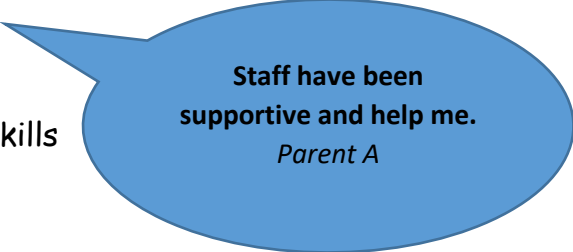
We use accurate and focused assessments, as well as standardised testing, to identify any concerns. Additional and different assessment tools may be required

when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

At Berkeley Primary School, a range of specific, more specialised assessments are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. These assessments may include:

- Boxall Profile
- ASET Checklist
- Speech Sound Checklist
- Madeleine Portwood assessment of motor skills



**Staff have been
supportive and help me.**
Parent A

Progress in areas other than attainment is also considered, for example where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to Secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home.

The class teacher/SENDCO would gather information about incidents occurring, at what time of day, during which lessons and behaviour observations would be used to analyse and consider any patterns of behaviour. These observations would be conducted in class or on the playground to record behaviours, considering involvement of others/environmental factors. An intervention will be devised considering all information gathered.

Parents/carers are always informed if school staff consider that their child requires additional support. In consultation with the parent/carer, it may be decided that the child needs to be placed on the Special Educational Needs Register.

5. How does the school make provision for children with SEND whether or not they have Education, Health and Care Plans?

a. How do we evaluate the effectiveness of provision for children with SEND?

We use a Provision Map which puts together the tracking of children's progress, interventions and any additional support for children with SEND. This clearly identifies what additional support is being provided, by whom and when. In addition to this, we also:

- review and evaluate Individual Learning Plans every term.

- use assessment information, progress rates and pre- and post- intervention scores.
- use attainment and progress data for children with SEND as part of the whole school tracking of children's progress every term.
- monitor the SEN/D provision during learning walks.
- send out parent, pupil and staff questionnaires each academic year to gain alternative perspectives on our SEND provision.

b. What are our arrangements for assessing and reviewing the progress of children with SEND?

All children are subject to accurate and focused assessments every term. However, some children with SEND may also be assessed using the specialised assessments outlined above.

- We track pupil progress in terms of depth of learning levels every term.
- We review and evaluate Individual Learning Plans every term.
- We carry out a cycle of consultation meetings, based on the Graduated Approach and Assess-Plan-Do-Review model.



Graduated Approach

Stage 1: Classroom Based

A child causes concerns due to poor progress.

Assess – Teachers assess the child using assessment tools and the child's viewpoint on their learning. Concerns shared with child's parents/carers.

Plan – Quality First teaching, differentiation and in class/home support.

Do – Plans followed through

Review – Stage reviewed with child and parents/carers.

Stage 2: SENDCo Involved

Child registered as SEN Support with permission from parents/carers

Referred to SENDCo if continued lack of progress, despite completing Stage 1.

SENDCo gives support for further interventions and strategies, always involving the child and parents/carers in the 'assess, plan, do, review' cycle.

Stage 3: External Agency involved

Referred to outside agencies for support if continued lack of progress, despite completing Stage 2. The child, family, school and outside agency engaged in the 'assess, plan, do, review' cycle.

Stage 4: Education Psychologist involved

Referred to Education Psychologist if continued lack of progress after following all recommendations from Stage 3.

Stage 5: EHCAR Education Health and Care Plan

If continued lack of progress then collaboration between child, parents, school and agencies. Begin EHCAR Education Health and Care Plan (EHCP) application.

- We hold Annual Review meetings for SEND children who have an Education Health Care Plan (EHCP).
- Interim reviews are also arranged throughout the year.
- When children are assessed by external agencies (e.g. Educational Psychologist), meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address the child's need and meet targets.
- When assessing children with SEND, we consider the child's recording need. If a child requires a reader, a scribe, additional time or rest breaks in the classroom environment then it will be most likely be permitted during standardised tests and assessments.

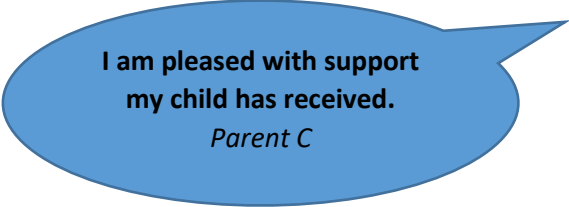
c. What is our approach to teaching pupils with SEND?

- At Berkeley Primary School, all children identified with SEND will have full access to and engage in activities available with

I have found the coffee mornings good and helpful with some good information shared.

children and young people in the school who do not have SEND. This will take account of all Health/Safety and Risk Assessments, etc.

- The fundamental aim of our school is to enable each child to be all that they can be. We encourage them to embrace and fulfil their unique potential and to unlock potential and remove barriers to learning.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- We work in partnership with our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Provision for children with SEND is a matter for the school as a whole, as all teachers are teachers of children with SEND.
- A continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour and emotions in order to take part in learning effectively and safely.
- At Berkeley Primary, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCO, teacher assessment and use of assessments which will enable peer group comparisons to be made.
- In completing assessments to consider the whole child, we acknowledge that more able children often require additional resourcing to extend and fully develop their potential. We recognise that children who speak English as an additional language may also require additional modified programmes and differentiation of the curriculum.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities, where required, for the development of skills in practical aspects of the curriculum.



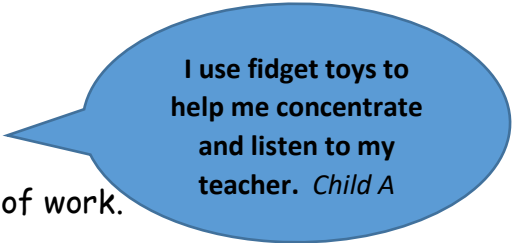
I am pleased with support
my child has received.

Parent C

d. How do we adapt the curriculum and learning environment to enable children with SEND to engage in all activities?

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur in the classroom by:

- Grouping (e.g. small group, 1:1, ability, peer partners/class experts)
- Content of the lesson
- Teaching style
- Lesson format (e.g. thematic games, simulations, role-play, discovery learning)
- Provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs)
- Outcomes expected from individual children
- Materials used
- Level of support provided
- Provision of alternative location for completion of work.



I use fidget toys to
help me concentrate
and listen to my
teacher. *Child A*

The school acts upon advice received from external agencies. Advice that we have acted upon includes:

- Most advantageous positioning of Visually Impaired and Hearing Impaired children within the classroom
- Use of coloured overlays and exercise books for children with scotopic sensitivity or dyslexic tendencies
- Alternative means of recording, e.g. laptops / iPads and the use of 'Clicker Sentences'
- Use of writing frames and modelled examples
- Use of physical apparatus to aid handwriting, e.g. writing slopes and triangular pencils.

We also:

- Endeavour to ensure that our class rooms are Autistic Spectrum Continuum friendly including use of visual timetables and personalised timetables as necessary, quiet work stations, areas of retreat and labelled resources.
- Endeavour to ensure that we have dyslexic friendly environments including use of labelled resources, word walls, prompt mats, highlighting pens, coloured interactive boards, individual resources - number lines, 100 squares, phonic prompts.

e. What equipment and facilities are available to support children with SEND?

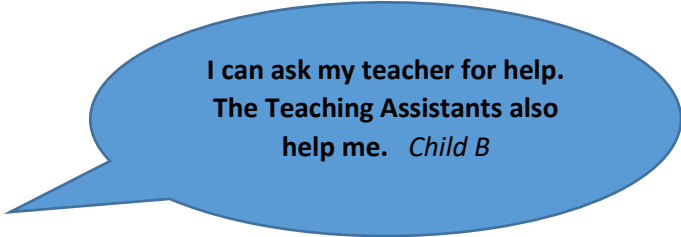
At Berkeley Primary School, we allocate our SEND budget for:

- staffing, including external agency support e.g. Educational Psychology Service.
- equipment and facilities to meet the needs of all children requiring additional support either recommended by the school or by external agencies supporting the pupils.
- the resources we provide to support children with SEND include coloured exercise books, ICT software and writing aids e.g. pencil grips or tripod pencils.
- the facilities our school have to support children with SEND include a disabled toilet, wheelchair access and a nurture room for quiet retreat.
- alternative provision to support an identified child to overcome barriers.
- training to ensure that staff have up-to-date knowledge and are appropriately equipped to meet the needs of pupils with SEND and to deliver interventions effectively.

f. What additional support is available to children with SEND?

Each learner identified as having SEND in our school will receive support based on their individual needs. The support will be designed to support learning and the child's well-being, but will be flexible and may change over time.

- We implement Individual Learning Plans for all children on our SEND register. These will be adhered to in order to meet the current needs of the child.
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists).
- The allocation of resources will be flexible and responsive to meet the needs of the child during each learning experience. However, if a child requires specific resources and/or strategies then we will endeavour to provide them for use in school and at home.
- We have effective transition arrangements to help children move between phases of education. Additional transitional arrangements may be made to meet the needs of some children.



**I can ask my teacher for help.
The Teaching Assistants also
help me. Child B**

g. What activities are available for children with SEND in addition to those available in accordance with the curriculum?

Breakfast club and all extra-curricular activities are available to all pupils. The extra-curricular activities that we currently have to offer at Berkeley Primary School include:

- Sports
- Reading
- Task Master
- Football
- Judo
- Peaceful Pals



h. What support is available for improving the emotional and social development of children with SEND?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties:

- Members of staff such as the class teacher and SENDCO are readily available for all pupils who wish to discuss issues and concerns.
- The Emotional Support Team delivers personalised support/interventions to pupils encountering emotional difficulties.
- In order to support staff with the emotional and social development of children, we are able to seek specialist advice from an Educational Psychologist, colleagues at CAMHS and ASET.

I enjoyed going to Peaceful Pals club. I liked learning about the different things I can do in class to help me.

Child C

I can go to my trusted adult if I am worried and they will help me. *Child D*



6. What expertise and training do our staff have to support children with SEND and how will specialist expertise be secured?

Under the SEN Code of Practice legislation, schools need to offer high quality professional development and training to the work force. At Berkeley Primary School we are committed to developing the ongoing expertise of our staff. We have:

- A qualified SENDCO who holds a National Award in Special Educational Needs Co-ordination and has experience of working alongside the Special Needs Team in North East Lincolnshire Council, as well North Lincolnshire Council.
- Our SENDCO regularly attends training on SEND aspects.

- Our SENDCO Mrs Suddaby has 3.75 days per week to manage SEND in the school.
- Our SENDCO, Mrs Suddaby is a participant on the SENDAP panel for North Lincolnshire Council.
- Teaching and non-teaching staff who regularly have SEND themed training. Professional development is rigorously planned into the school development plan to ensure staff are up to date and have the skills and expertise needed to support all children.
- Teaching and non-teaching staff who have completed Team Teach training.

The SENDCOs is supportive and will help to give strategies for the children in my class. *Teacher A*

The Training relating to SEND has been helpful.
Teacher Assistant A

At Berkeley Primary School, we engage with a range of professionals and external agencies who offer us expertise, including:

- Local Authority Educational Psychology Service
- Speech and Language Therapists
- Autism Spectrum Education Team (ASET)
- Children and adolescent mental health service (CAMHS)
- Behaviour Support Team (2-12)
- Physical Disability Team
- Occupational Therapists
- St Luke's Outreach Team
- Children's Centre
- School Nursing Team
- Physiotherapy
- Local Authority Hearing Support Service
- Local Authority Visual Support Service

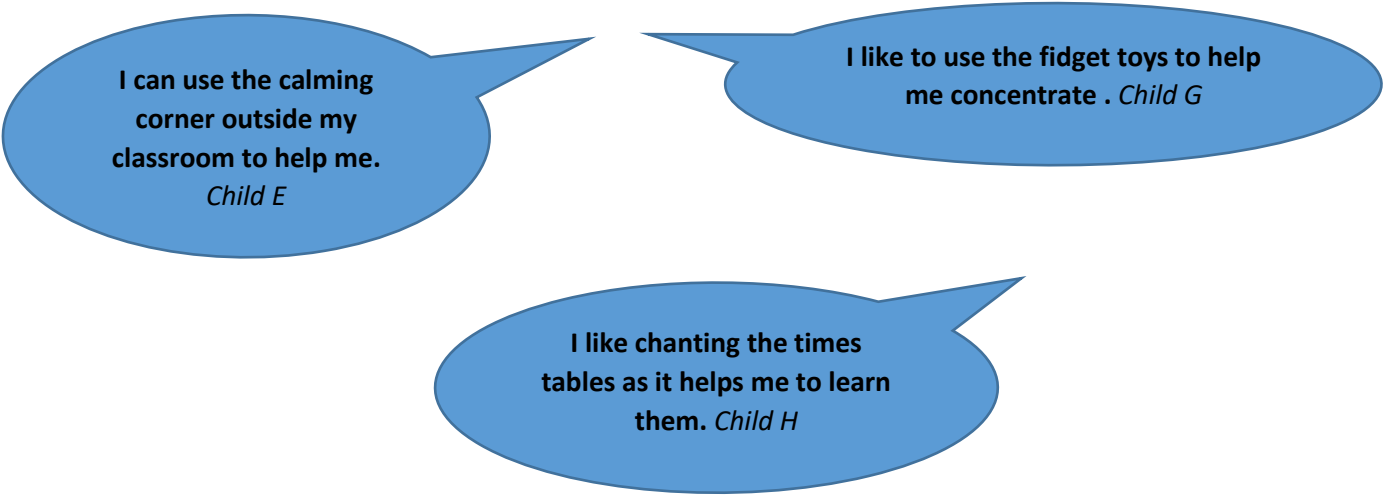


7. What interventions are implemented?

The specific intervention programmes that are running during the academic year 2022-21 include:

- Toe-by-Toe reading intervention
- Madeleine Portwood motor skills intervention
- Write From The Start handwriting intervention
- Plus 1 and Power of 2 Maths
- The Den
- Theraplay
- Sensory circuits

I like doing the sensory circuits as they help me to calm down. *Child F*



I can use the calming corner outside my classroom to help me.
Child E

I like to use the fidget toys to help me concentrate . *Child G*

I like chanting the times tables as it helps me to learn them. *Child H*

8. How are pupils and their parents/carers involved in decision making?

Involving all parents/carers and children is central to our approach and we do this through:

- Parent consultations' / open sessions which take place termly for every child.
- Annual reports shared between the school and parents/carers on their child's progress.
- Individual Learning Plans are evaluated and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting. Parents/carers will receive a copy of the Individual Learning Plan.
- For parents/carers of children holding an Educational Health Care Plan, this will be in addition to an annual review.
- Additional meetings may be set up as required or as requested by parents/carers to discuss particular aspects of a child's SEND.
- Parents/carers are given specific advice where necessary to support their child outside of school.
- Parents/carers are invited, where appropriate, to meet with other professionals/external agencies involved with their child to discuss progress and outcomes of assessments.
- Individual Learning Plan targets are discussed with children and they are asked to contribute their pupil voice. This is actively encouraged throughout the school and children are supported where necessary (age appropriate) to think of areas for development and how best to develop in these areas in school and at home.
- Children with SEND are asked to complete an annual pupil questionnaire.

Alongside the above, informal discussions take place daily to celebrate individual successes. Our parents/carers appreciate the 'open door' policy whereby the class teachers and SENDCO are easily contactable via the school office or telephone.

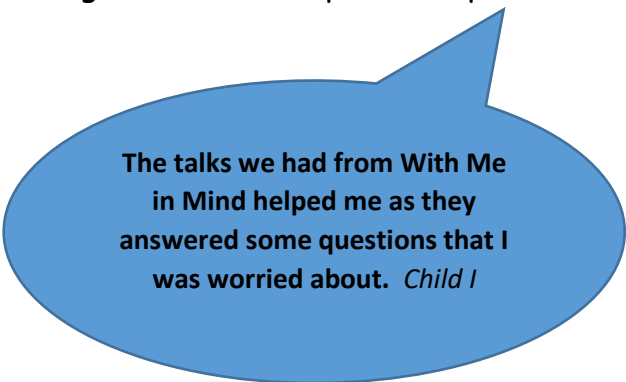
9. How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?

For all children entering or leaving our school, transition plans are followed to ensure that everyone involved is informed and prepared. On entry to our school this involves:

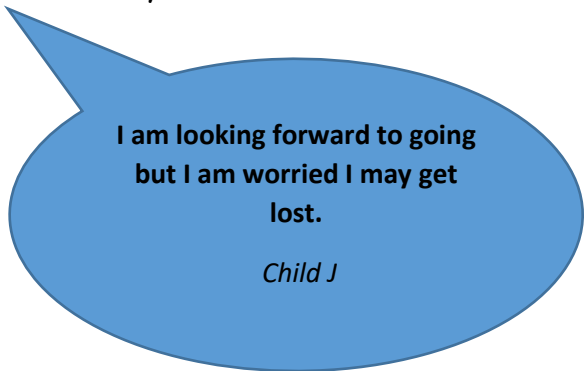
- An initial meeting with the Family Workers to ensure new pupils and parents/carers are happy and any needs and provision is discussed.
- Parents/carers and new pupils are always offered to look around the school prior to their start date.
- Information is gathered from previous schools and external agencies in order to fully understand any additional needs a pupil has prior to their start date.
- If a child has additional needs, the SENDCO will also meet with the family and / or previous settings, where it is appropriate, to make plans for a smooth transition. This often includes transition booklets, additional visits, etc.

When children leave our school, we work with the receiving school to ensure that the transition is as seamless as possible. In preparation for this, we ensure that:

- Good links are established with the secondary schools, where the majority of pupils transfer to. Relevant staff from schools are invited to review meetings.
- There is a detailed transition process for vulnerable year 6 pupils which begins in the spring term. Parents are involved in this process throughout, including visits.
- The school engages all pupils in dedicated transition days and additional support is put in place where necessary. This may include:
 - o Social Stories
 - o Transition Books
 - o One Page Profiles
- All records of pupils leaving either Year 6 or mid-year are sent on with signature on receipt where possible.



The talks we had from With Me in Mind helped me as they answered some questions that I was worried about. *Child I*



I am looking forward to going but I am worried I may get lost.

Child J

10. How accessible is our school environment?

Berkeley Primary School has several single storey buildings based on the same sight. All buildings are single-storey and wheelchair friendly. There are disabled parking spaces, disabled changing and toilet facilities, including showers. Please see our accessibility plan for more details.

11. Who can parents or carers contact for further information?

We have a School Prospectus Booklet which is available on the school website or in paper form. A copy can be requested from the school office. However, for more information or to raise any concerns:

- The first point of contact for any parent/carers should be the class teacher.
- An appointment with our SENDCO can be made through the school office.
- Our school welcomes the involvement of Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) to support families within the school setting.
- Any formal complaint must be addressed using the appropriate 'Complaints Procedure' which can be found on the school website www.berkeleyprimary.co.uk under - School Information - School Policies.

12. Where is the Local Authority's Local Offer published?

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN/D in the local area. North Lincolnshire's Local Offer tells you how to access services in this area and what to expect from these services. You can find the Local Offer on the council website: <http://www.northlincslocaloffer.com>

13. How do we plan to develop and enhance the school provision in the next academic year?

Our strategic plans for developing and enhancing school provision in our next academic year include:

- Further developing the structure of in-class support to maximise the progress of all children.
- Continuing to address training needs that arise throughout the year.
- Continuing to develop staff knowledge of the new SEND assessment system in order to plan effectively and identify pupils' barriers to learning within the school setting.
- Making amendments to policies and reports in line with the guidance provided by the Local Authority and also changes in our school practice.