



Burton Leonard Church of England (VC) Primary School

Love our neighbour, enabling everyone to shine and make a difference in the world.

'Love your neighbour as yourself' Luke 10:27

Special Educational Needs and Disability Policy

Date: September 2026

Review date: September 2027

SENCo: Jack Doohan

SEN Governor: Jennie Shuttleworth

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding and Child Protection Policy, read alongside Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026
- Current Teachers' Standards and relevant DfE guidance on high-quality, adaptive and inclusive teaching
- Current teaching assistant standards
- School's Accessibility Plan, SEN Information Report, Ordinarily Available Provision and the school's published Inclusion Strategy (2026–27)

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School Ethos

Love our neighbour, enabling everyone to shine
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This policy ensures that everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with special educational needs and disabilities (SEND). Every adult shares responsibility for inclusion. We use our best endeavours to secure the special educational provision pupils need, make reasonable adjustments for disabled pupils, remove barriers to learning and participation, and promote high expectations, belonging, attendance, independence and positive outcomes. This policy should be read alongside the school's SEN Information Report, Accessibility Plan, Safeguarding and Child Protection Policy, Ordinarily Available Provision and 2026–27 Inclusion Strategy.

Where passages from the SEND Code of Practice are reproduced or paraphrased, staff should refer to the current statutory Code of Practice and legislation where clarification is required.

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENCo
- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

How Do Teachers Identify Pupils with SEND?

see Flowchart for teachers

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The identification of SEN is built into our overall approach to monitoring pupils' progress, development, participation, wellbeing and attendance. Identification is not dependent on a diagnosis. Staff consider whether barriers can be reduced through high-quality ordinarily available provision and reasonable adjustments, while remaining alert to needs that require special educational provision.

The steps below outlines the process that you as a teacher will follow to identify pupils with SEN.

1. Any pupil who gives rise to concern because of progress, development, communication, sensory/physical needs, social-emotional presentation, participation, wellbeing or attendance will have the concern recorded promptly in accordance with school recording procedures and discussed with the SENCo where appropriate. Recording a concern does not, by itself, mean that the pupil has SEN.
2. If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform the SENCo of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
3. At this stage the pupil is not automatically regarded as having SEN. The class teacher, supported by the SENCo where needed, will use assessment, pupil and parent voice, high-quality teaching, ordinarily available provision and reasonable adjustments to understand the barrier. A pupil should not be placed on SEN Support solely because of low attainment or slow progress, and SEN Support should not be ended solely because an attainment gap has narrowed.
4. The class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) [Ladder of Intervention](#). Any child in our school with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This 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*
- *widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. Where assessment shows that a pupil has a learning difficulty or disability that calls for special educational provision that is additional to or different from that made generally for others of the same age, the decision to place the pupil at SEN Support will be made with the SENCo and in partnership with parents and the pupil. The pupil will be recorded as SEN Support (Code K) on the school census only while they are receiving SEN Support. The decision and evidence will be recorded and reviewed through the graduated approach.
6. Our SENCo will maintain a list of pupils who have been identified as having SEN on our SEN list. This list is held on Arbor. All teachers can access CPOMS to see the records for the pupils they teach. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each CYPs documents can be accessed through CPOMS. It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. Any new information will be indicated through the alert system. All information such as SEN support plans, communications, reports, EHCPs, annual reviews etc. are password protected. This must be kept up to date in line with our policy. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written.

There are 4 broad areas of need:

- Communication and Interaction

- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28-6.35 or discuss with our SENCo. To assist us, NYC has banding descriptors for each area of need.

Special Educational Provision

Once a pupil is identified as having SEN, the graduated approach is used to secure effective special educational provision. The school will take action to remove barriers to learning and participation, make reasonable adjustments where required, and put in place provision that is additional to or different from the school's ordinarily available provision.

This is called the **Graduated Response**. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** At the start of each cycle, the class teacher, supported by the SENCo as required, will develop a clear analysis of the pupil's needs using teacher assessment, prior progress and attainment, development, attendance where relevant, behaviour as communication, pupil and parent views, and advice from other professionals where available. Assessment will consider the pupil's strengths as well as barriers and will inform teaching, reasonable adjustments and provision.
2. **Plan.** Planning will take place at least termly with the pupil and parents. The plan will identify the outcomes sought, the provision and reasonable adjustments to be made, who is responsible, frequency and duration where relevant, how impact will be measured, and the review date. Pupil and parent views will be recorded and used to shape the plan.

The class teacher writes the SEN Support Plan, supported by the SENCo where required. Targets/outcomes should be purposeful, ambitious and proportionate to need; the school may use a small number of priorities to keep plans focused, but no fixed maximum number of targets is a statutory requirement. A review date will be agreed with parents and the pupil.

Support Plans will be completed mid termly. The plans will be uploaded onto our server and a copy given to the parent. The date of the next meeting will be put into the school diary. The SENCo will monitor the quality of the plans.

3. **Do.** The class teacher remains responsible and accountable for the pupil's progress and development, including when teaching assistants or specialist staff provide support. Support staff should supplement, not replace, high-quality teacher instruction. The class teacher will ensure agreed provision and reasonable adjustments are implemented consistently and will monitor the pupil's response.

4. Review. The class teacher will review the plan with parents and the pupil on the agreed date. The review will evaluate the impact and quality of teaching, provision and adjustments against the intended outcomes, including the pupil's progress, participation, wellbeing and attendance where relevant. The findings will inform the next cycle. Decisions to continue, change or cease SEN Support will be based on current need and whether special educational provision remains necessary, not on attainment alone.

Involving Specialists

If the class teacher and SENCo consider that additional advice or support from an external professional or service is needed, this will normally be discussed with parents and the pupil. Consent will be obtained where the relevant service, assessment or information-sharing arrangement requires it. This does not create a blanket requirement for parental consent before information is shared for safeguarding purposes: safeguarding information will be shared in line with the school's Safeguarding and Child Protection Policy, Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and applicable data-protection law.

This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEN support will include a plan for effective transition between phases of transition. The class teacher will complete paperwork linked to this at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class teacher.

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This **must** be before the date of the anniversary of the plan being issued. The SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the

interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors must ensure that a suitably qualified Special Educational Needs Coordinator (SENCo) is appointed and enabled to fulfil the statutory functions of the role. The governing body will assure itself that the school is meeting its duties under the Children and Families Act 2014 and Equality Act 2010, including best endeavours, reasonable adjustments and accessibility duties.

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEN Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors must ensure that the SEN Information Report is published and updated at least annually, and updated during the year where information changes. For 2026–27, governors must also scrutinise the school's Inclusion Strategy and use of the Inclusive Mainstream Fund, ensuring the strategy is published by 31 December 2026 in accordance with the grant conditions.

*6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

*School governing bodies and proprietors **must** also 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 their accessibility plans.*

Role of the SEN Governor

Our SEN Governor will:

- be familiar with the current SEND Code of Practice, relevant SEND and equality duties, the school's SEN Information Report and Accessibility Plan, and the school's 2026–27 Inclusion Strategy
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND

- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy, and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher, senior leadership team and SENCo will maintain a clear picture of the school's ordinarily available and targeted provision and how resources are deployed. For 2026–27 this will align with the school's published Inclusion Strategy and the permitted use and accountability requirements of the Inclusive Mainstream Fund.

Our Headteacher will ensure that staff working with pupils with SEND know the pupils' needs, strengths, agreed reasonable adjustments and provision, and understand their responsibilities for implementation, safeguarding and inclusion.

Role of the SENCo

6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

6.90 The key responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the school's SEN policy*
- co-ordinating provision for children with SEN*
- liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- advising on the graduated approach to providing SEN support*
- advising on the deployment of the school's delegated budget, notional SEN budget, Inclusive Mainstream Fund and other resources so that inclusive universal and targeted provision meets identified cohort and pupil needs effectively*
- liaising with parents of pupils with SEN*
- liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies*
- being a key point of contact with external agencies, especially the local authority and its support services*
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- ensuring that the school keeps the records of all pupils with SEN up to date*

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources, and environment
- scrutiny of all SEND support plans content, implementation, and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutiny
- attendance at pupil progress meetings

- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- Staff voice
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium and other relevant funding scrutiny and impact, including the Inclusive Mainstream Fund and the school's Inclusion Strategy
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

Role of class teachers

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the class teachers is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEN support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessment, pupil/parent voice and knowledge of attendance, participation and wellbeing to identify barriers to learning and set ambitious, meaningful outcomes
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP with SEN on a daily basis
- keep abreast of SEND initiatives and CPD
- ensure high-quality, adaptive and inclusive teaching meets the needs of learners from their starting points, with reasonable adjustments and ordinarily available provision embedded before and alongside targeted support

Role of all support staff (including MSAs, front line staff)

The role of the support staff is to:

- ensure CYP become independent, resilient learners

- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teachers
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

The Graduated Response

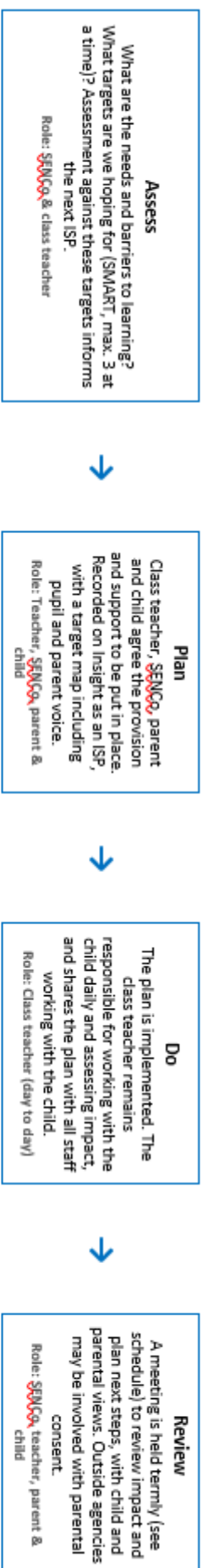
How do we identify and support a child or young person who may have Special Educational Needs (SEN)? — 2026–27
SENCo: Jack Doohan **Contact:** jdoohan@burtonleonard.n-yorks.sch.uk



Trigger / concern
 Universal, ordinarily available provision
 Initial assessment
 SEN Support cycle



SEN Support: the Assess → Plan → Do → Review cycle (repeated each term, or sooner if concerns arise)



Review findings feed directly into the next Assess stage — the cycle repeats each term



Policy approval

Reviewed by	SENCo / Headteacher
Approved by	Governing Body
Review date	September 2027
Website publication	Following approval