Binsted CE Primary School Special Educational Needs and Disabilities (SEND) Policy 2026

At Binsted we believe in the Christian values of Faith, Hope & Love.



Introduction:

Binsted C of E primary School has a named Special Educational Needs Co-ordinator, SENCo, Jenny Matthews, and a named Governor responsible for SEND, Bekki Strathearn-Knight. They ensure that the Special Educational Needs and Disabilities Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Special Educational provision is underpinned by high quality teaching and is compromised by anything less; we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

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

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision, which educates or trains a child or young person is to be treated as special educational provision (SEND Code of Practice 2014). The children may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'Special Educational Need'.

This SEND policy details how, at Binsted C of E Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and objectives:

- To create an environment that meets the Special Educational Needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions: full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's Special Educational Needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies,
- To ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion:

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in all subjects.

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

- Have different educational and behavioural 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

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children understands through the use of all available

- senses and experiences
- Planning for children's full participation in all aspects of learning
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Using a 'plan do review' cycle to aid learning.

Identification, Assessment and Provision:

Provision for children with special educational needs is a matter for the whole school. The governing body, the Headteacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day–to–day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance, in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. The school will work with Hampshire EMTAS before considering the child for Special Educational needs.

The Role of The SENCo and what Provision Looks like at Binsted C of E Primary School:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and Educational Psychology Services, Health and Social Services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the School Action Register.

- Special Educational Needs and Disabilities (SEND) Policy

Monitoring Children's Progress.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making enough progress as measured against their age related expectations. Where a child is not making sufficient progress, despite have quality first teaching, teachers may need to consult the SENCo to explore further targeted interventions.

Progress can be identified as that which:

• Prevents the attainment gap between the child and his peers from widening.
• Closes the attainment gap between the child and his peers.
• Betters the child's previous rate of progress.
• Ensures access to the full curriculum.
• Demonstrates an improvement in self-help, social or personal skills.
• Demonstrates improvements in the child's behaviour.

We will use formal and informal assessment to help identify barriers to learning such as:
Liaison with pre-schools and nurseries/previous school

- Pupil progress and transition meetings
- Tracking children in English and maths and identifying children performing below age expected levels
- Screening such as Dyslexia Early Screening Test (DEST) or Dyslexia Screening Test – Junior Version (DST – J)
- Maths diagnosis screening
- Occupational Therapy resources
- Concerns raised by parents
- Concerns raised by class teacher or Learning Support Assistant
- Liaison with external agencies e.g. educational psychologists, speech and language therapists and specialist teacher advisers

In order to help children with special educational needs, Binsted C of E Primary School will adopt a graduated response. This may involve using outside agencies, if our in
school interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and/or review sheet/provision map. The SENCo will have responsibility for ensuring that records are kept and available when needed.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific interventions put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time, the child may be added to the school SEND register with parental permission. The class teacher, after discussion with the SENCo, will provide additional interventions as well as individual learning targets, which will be applied within the classroom.

These targets will be the responsibility of the class teacher who may use a teaching assistant and a SENA (Special Educational Needs Assistant) to help provide the required interventions. The SENCo will monitor half-termly.

Partnership with parents:

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs will be treated as partners and be given support to play an active and valued role in their child's education. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The Nature and delivery of Interventions:

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, may involve small groups of children being withdrawn to work with the class teacher and/ or, with TA support.
- Staff development and training to introduce more strategies that are effective.

The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The outcomes and ongoing assessment will be recorded in the IEP or TA notes which continues to be the responsibility of the class teacher.

Mental Health and Wellbeing Support in consultation with Vicki Boxley, Mental Health and Emotional Wellbeing Lead.

The wellbeing of children's' mental health is central to the child's learning and at Binsted we identify concerns and monitored changes in behaviours and emotions through class discussions, PSHE and daily interactions. If a child's needs further additional support beyond our PSHE curriculum, we provide Emotional Literacy Support, and which is a six week targeted course delivered by our Emotional Literacy Support Teaching Assistant (ELSA). If the child has more complex needs, we will refer to outside agencies with parental agreement such as the school nurse, GPs and possibly Children's and adolescent mental health services (CAMHS).

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group. This might include referring a child to CAMHS, School nurse and or Behaviour Support.

• Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
• Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
• Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Education Health and Care Plans:

A request will be made by the school to the Local Education Authority (LEA) if the child has demonstrated significant cause for concern despite targeted interventions. The LEA will be given documentation in relation to the child's Special Educational Needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:
• Previous individual education plans and targets for the pupil.
• Records of regular reviews and their outcomes.
• Records of the child's health and medical history where appropriate.
• National Curriculum attainment levels in literacy and numeracy.
• Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.
• Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral and will have access to the SEN to upload their views.

Children with a statement of Special Educational Needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to Secondary school, the SENCo from the Secondary school will be informed of the outcome of the review.

Individual Support Plans (ISPs):

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:
• The short term targets set for the child.
• The teaching strategies to be used.
• The provision to be put in place.
• How the targets will help the child in their learning
• What they are responsible for
• How the child can be successful
• The review date.
• Mid-point review sheets are discussed with the SENCo half-termly
. The child's views will be sought and taken into account, as will those of the Parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers' use a range of strategies to meet children's Special Educational Needs including using the SEN Support Guidance for Schools document. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Teacher will have high ambitions and set stretching targets for all children including those with SEN.

They plan lessons that incorporate different learning styles specific to the children who have IEPs (Individual Education Plans). These are a small-stepped approach and feature significantly in the daily provision that each child receives.

By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
Wherever possible, we do not withdraw children from the classroom situation. However, there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources:

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP (Education Health Care Plans).

Funding and the Governing Body:

The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Head Teacher and the SENCo meet annually to agree on how to use funds directly related to EHCPs.

The role of the governing body:

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and evaluation:

The SENCo monitors the progress and attainment of children with SEND in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo is involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCo has termly meetings to review the work of the school in this area. In addition, the SENCo and the named governor with responsibility for special needs also hold regular meetings.

Where can I get further information about services for my child?

See Hampshire County Council's local offer, which can be found at https://fish.hants.gov.uk

Signed, Headteacher Date: Reviewed and staff updated October 2026

Agreed the Governing body October 2026