



# POLICY: SEND & Information Report

## Review

<b>Approving Body:</b>	Board of Trustees	<b>Effective Date:</b>	March 2026
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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The vision of our SEND Policy and practice at Francis Baily Primary School is:

- To ensure that all pupils have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning (including over teaching of core subjects, if required). This will lead to all pupils securing high levels of achievement
- To provide an accessible learning environment which is tailored to the individual needs of all pupils
- To carefully map provision for all learners with SEND to ensure staffing deployment, resource allocation and choice of intervention is leading to good outcomes
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To develop pupils' independence and life skills to thrive socially and emotionally
- To offer high quality training and CPD to support and develop teachers and teaching assistants regarding SEND provision
- To provide professional guidance and support for parents and carers to ensure high quality support for all SEND pupils
- To work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND. To ensure pupils with SEND are included, achieve well and feel a strong sense of belonging within the life of the school, with barriers to learning identified early and removed through high-quality teaching and targeted support.

### Inclusion Statement

We endeavour to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual need. Teachers provide adaptive learning opportunities for all the pupils within the school and materials appropriate to their abilities. This ensures that all pupils have full access to the school curriculum.

There may be occasions when a pupil's needs dictate that he or she should be disapplied from a subject or subjects. This is rare and only by negotiation. This is the role of the SENCO. We focus on individual progress as the main indicator of success and strive to make a clear distinction between underachievement and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need.

It is our responsibility to spot this quickly and ensure appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs, and this may lead to lower attainment. It is our responsibility to ensure pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these pupils. These will be provided, initially, through additional SEND Support funded from the devolved school's budget.

## 2. Legislation & Guidance

Francis Baily Primary School: This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report
- The Equality Act 2010.

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. The Graduated Approach

#### SEND Support

When staff identify a pupil has SEND, class teachers, in consultation with the SENCO, will devise support that is additional to or different from the school's ordinarily available provision, delivered through a carefully sequenced assess–plan–do–review cycle.

- Class teachers remain responsible for working with the pupil daily and for planning and delivering an individualised programme where necessary. A Support and Achievement Plan (SAP) will be devised and discussed with parents.
- SENCO would take the lead in:
  - Supporting colleagues with planning future interventions for the pupil.
  - Involving help from other external agencies and disseminating advice and support from these agencies to teachers
  - Monitoring and reviewing the action taken and attainment

#### Education Health & Care Plans

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early year's settings, schools or colleges. Some children and young people may require an Education Health Care (EHC) needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan. Around 2-3% of children and young people have special educational needs that require the additional support of an Education, Health and Care Plan.

- The class teacher remains responsible for working with pupils daily and for planning and delivering an individualised programme (with the help of the SENCO and other advice from external agencies)
- A Support and Achievement Plan (SAP) will be devised and reviewed on a regular basis
- The SENCO will take the lead in:
  - Reviewing the EHC plan formally once a year
  - Liaising with external agencies, if additional support is required, and disseminating advice and support to teachers
  - Monitoring and reviewing.

### 5. Roles & Responsibilities

#### 5.1 The SENCO

The SENCO is Mrs Andrea Thorogood [senco@francisbaily.co.uk](mailto:senco@francisbaily.co.uk)

The role holder will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date.

### 5.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

### 5.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### 5.4 Class teachers

Each class teacher is responsible for:

- Including pupils with SEND in the classroom and for providing an appropriately adapted curriculum
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

### 5.5 Directors of the Trust

The Directors of the Trust, in co-operation with the Headteacher, have a legal responsibility for:

- Determining the policy and provision for pupils with SEND
- Maintaining a general overview and have appointed a representative who takes particular interest in this aspect of the school
- Ensuring that SEND provision is an integral part of the school development plan and are fully informed about SEND issues including the most recent Code of Practice
- Delegating the monitoring of the policy to the Headteacher and senior staff in the school.

### 5.6 Teaching Assistants and other support staff

Each teaching assistant will:

- Be aware of the SEND Policy and Information Report
- Have knowledge of the procedures for identifying, assessing and making provision for pupils with SEND

## 6. SEND Information Report

Francis Baily Primary School is an inclusive, dynamic and ambitious 4-11 co-educational primary school, which serves the population of Thatcham and the surrounding villages and area. The school is larger than average with around 550 pupils on roll. Francis Baily Primary School is a member of the Equinox Learning Trust, alongside one other primary school, Whitelands Park and secondary school, Kennet School. Francis Baily Primary School is a vibrant place of learning where all pupils will be given every assistance to exceed expectations in every aspect of their lives and flourish as confident individuals. 'Improving every day' our school motto, perfectly communicates our belief that through hard work and determination every pupil is able to achieve things they did not think possible.

Francis Baily Primary School is justifiably proud of its provision and the wide range of pupils with special needs who choose Francis Baily.

All admissions to the school are administered by West Berkshire Council's School Admissions Team, on behalf of the academy, via email [admissions@westberkshire.gov.uk](mailto:admissions@westberkshire.gov.uk) or by calling 01635 551111.

### **6.1 The SEND that Francis Baily Primary School provides for**

Francis Baily Primary School provides additional and/or different provision for pupils with a wide range of special educational needs and disabilities, which fall under one or more of these broad areas of need:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, physical disability, visual impairments, hearing impairments, processing difficulties, epilepsy.

See **Appendix** for more information on the primary areas of need at Francis Baily School in January 2025.

### **6.2 Identifying Pupils with SEND and Assessing Their Needs**

Identification of SEND is a whole school responsibility and the assessment and tracking of pupils a whole school process. Class teachers at Francis Baily are responsible for checking the progress of all pupils in their class through ongoing teacher observations and assessments. Where class teachers have a concern, they will alert the SENCO and complete a Graduated Approach Plan (GAP) to highlight the necessary steps they will take to offer targeted support for a pupil. When targeted teaching has not met the child's needs, they will alert the SENCO and discuss whether the pupil needs to be added to the SEN Register for closer monitoring. We also appreciate that parents know their children best and follow up concerns expressed by parents about their child's development and wellbeing.

Appropriate assessments of the child will be completed by the SENCO based on the area of concern. For pupils with higher level of need, we work with additional outside agencies and take into consideration advice and guidance from external reports. Indicators could be that progress is significantly slower than that of their peers starting from the same baseline or failing to close the attainment gap between the child and their peers. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Identification does not rely on a diagnosis and delays in external assessment do not prevent support being put in place. Staff are trained to recognise early indicators of need, and concerns are acted upon promptly to prevent pupils falling behind.

### **6.3 Consulting & Involving Pupils & Parents**

If a parent or carer is concerned about their child and a difficulty in relation to SEND, they should contact their class teacher and/or the SENCO directly. Contact can be made via [Office@francisbaily.co.uk](mailto:Office@francisbaily.co.uk), or by telephoning Francis Baily Primary School.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEND support. Once parents have been consulted pupils with special educational needs will be placed on the SEND register and a

Support and Achievement Plan (SAP) will be created by the Class Teacher, in conjunction with the SENCO. Pupils receiving SEND support will be identifiable to class teachers using a (K) and those pupils who have been awarded an Education Health Care plan (EHC plan) will be categorised as (E). As a school, we have a duty to record the progress of pupils with SEND.

Parents of children with special educational needs will be invited to additional meetings to discuss and review targets as part of the Support and Achievement Plan (SAP) process where appropriate. Parents are also encouraged to contact the SENCO if they wish to discuss a referral to outside professionals, such as Speech and Language Therapists, Cognition and Learning Team, Occupational Therapists, Educational Psychologist and Physiotherapists.

Should a parent/carer identify himself or herself as having a disability, that parent/carer would be consulted on their preferred method of communication.

Those pupils with an EHC plan are encouraged to be present at all annual reviews and have an opportunity to voice their opinions through written or verbal feedback. This is a key part of this process and the school ensures the pupils' views and wishes are taken into consideration.

#### **6.4 Assessing & Reviewing Pupils' Progress Towards Outcomes**

All pupils' progress is monitored and tracked through the normal school reporting procedures. The school communicates pupil progress through parent consultation days and reports. Review focuses on the impact of provision on pupils' learning, independence, participation and well-being, not solely on the completion of interventions.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **6.5 Supporting Pupils Moving Between Year Groups & Preparing for Secondary School**

**How your child will be prepared to move on to the next stage within school, e.g. class or key stage:**

- We carefully plan for transition as we know that change can have a great impact on pupils.
- We have a transition day late in the Summer Term where pupils visit their new classes and are taught by the new class teacher
- Where helpful for the child, photographs are taken and transition books created which pupils can read over the summer holiday
- Key information is transferred between staff through meetings, discussions, and advice notes. This is so that the new teacher is already aware of the pupil's strengths, areas for development and strategies that help them to learn
- Where helpful, we organise additional visits to the new class and/or opportunities to meet the new teacher before the end of the Summer Term
- As needed, the new teacher meets with parents to ensure everyone shares concerns and to best meet with individual needs of the child.

**How your child will be prepared to move on to his or her next school:**

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving
- All pupils attend a transition session where they spend some time with their new class teacher

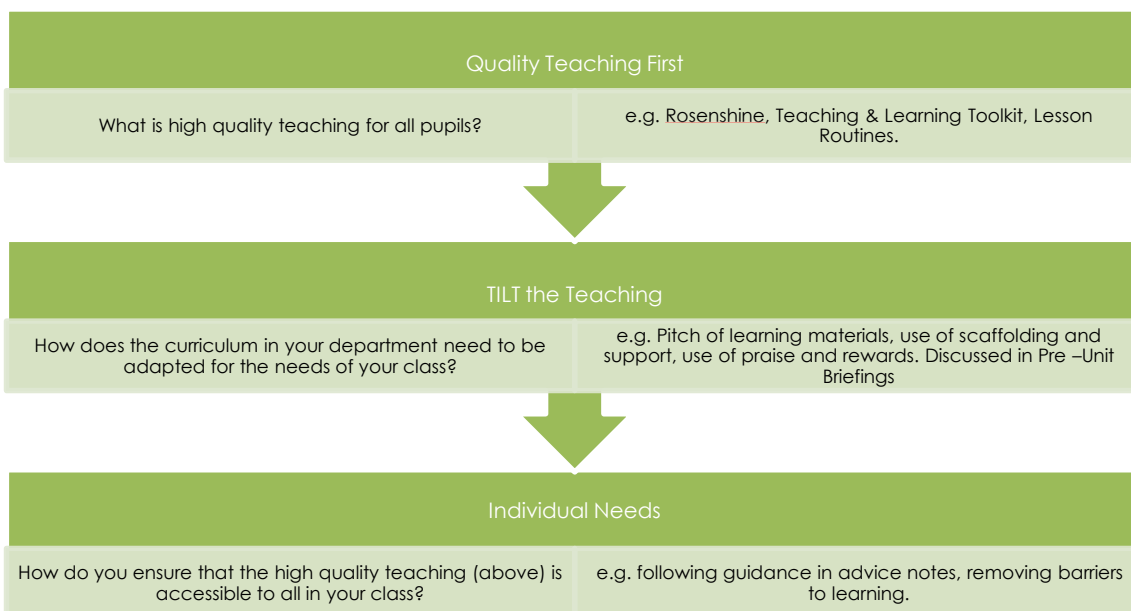
- Additional visits are also arranged for pupils who need extra time in their new school
- The SENCO and Family Support Worker (FSW) are always willing to meet parents/carers prior to their child joining the school
- The SENCO visits future schools ahead of pupils attending and carries out transition packages
- Secondary school staff visit pupils prior to them joining their new school
- Some pupils may have a separate transition meeting where parents are invited to discuss the transition with primary and secondary representatives
- Some pupils may have additional transition visits to the secondary school which they will be attending in Year 7
- The SENCO and FSW liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO and/or, FSW, the secondary school SENCO, the parents/carers and where appropriate the pupil.

### 6.6 Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Initially, we ensure that pupils are set in the appropriate classes in line with our whole school strategy. SEND provision is planned as an integral part of curriculum design and classroom practice, rather than as an add-on or separate system of support.

High-quality teaching is our first step in responding to pupils who have SEND. The class teacher oversees, plans and adapts for the education of a child with SEND according to the specific needs of pupils in their class and will ensure the child's needs are met. The SENCO supports class teachers in planning for pupils with SEND through the writing of Support and Achievement Plans, which include pupils' needs and recommended strategies. Pupils with an EHCP (Education, Health Care Plan) will have SAP targets to support EHCP outcomes. For pupils who have a Therapeutic Thinking plan this will also be included.

We have a whole school three-step approach for all class teachers to consider meeting a range of individual pupils' needs:



The school takes a personalised approach to teaching pupils with SEND. The school adapts the curriculum for the child's need by ongoing assessments in subject areas and knowledge of individuals. Specifically trained support staff can support teachers' planning where necessary. Specific resources and strategies can be used to support the SEND child individually and in groups.

Training and support for staff is available through our whole school training programme, in liaison with our SENCO where necessary.

### 6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, scaffolding within the lessons
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Tilting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- There may be occasions when a pupil's needs dictate that they should be disapplied from a subject or subjects. This is rare and only by negotiation.

### 6.8 Additional Support for Learning

Francis Baily Primary School balances support and pupil independence by effective use of Teaching Assistants in the classroom. They are there to facilitate the learning, but also to promote as much independence as possible focusing on the learning rather than task completion. Monitoring takes place to avoid pupils becoming over reliant and dependent on adult support.

We have teaching assistants who are trained to deliver additional interventions such as small group literacy and 1:1 teaching for identified pupils. See table below:

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Spelling	✓	✓
SpLD teaching	✓	
Social skills group	✓	✓
Handwriting	✓	✓
Numeracy Intervention	✓	✓
Phonics Intervention	✓	✓
Touch Typing		✓

The school uses the SEND provision map to identify and evaluate the effectiveness of intervention and support. Teaching Assistant (TA) appraisals are used to address the impact of TA intervention. The SENCO carries out targeted pupil learning walks to qualitatively evaluate the impact of SEND interventions in the classroom. Pupils receiving a Support and Achievement Plan (SAP) will have this reviewed regularly according to the needs of the pupil.

### 6.9 Staff Expertise & Training

The SENCO is based at Francis Baily Primary School which enables them to effectively plan and manage support and effectively meet the needs of our SEND pupils. Francis Baily has a team of over 36 teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. The SENCO and TAs actively engage in continued professional development opportunities to inform and develop their practice and keep abreast of current local and national initiatives and support.

Our approach is based on the following model:

- Whole school training from visiting professionals, such as Speech and Language Therapist or ASD advisory teachers
- Whole school training delivered in-house by SENCO
- Early Career programmes
- Key staff training as appropriate for their role
- TA training programme

Areas of training include:

- Emotional Literacy Support Assistants - ELSA
- Online training, e.g. visual impairment training
- ASD, attachment, trauma informed and Therapeutic Thinking training
- Local authority training in specific area of literacy and behaviour
- Read Write Inc phonics training and Intervention
- Numeracy intervention

### 6.10 Securing Equipment & Facilities

The SENCO tracks the SEND facilities via the provision map. This is a spreadsheet which records each provision that a pupil on the SEND register receives. The provision map displays the cost and effectiveness of provision for each pupil, to ensure the SEND budget is being used effectively.

### 6.11 Evaluating the Effectiveness of SEND Provision

Evaluation of SEND provision is a shared leadership responsibility and forms part of the school's wider self-evaluation and improvement planning.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding Annual Reviews for pupils with EHC plans.

Pupil and parent views are actively used to shape SEND provision. Feedback informs adjustments to support, classroom strategies and transition planning, ensuring provision reflects lived experience as well as professional assessment.

### 6.12 Enabling SEND Pupils to Engage in Activities Available to Those in the School Who Do Not have SEND

Every pupil regardless of need is actively encouraged to participate in our extracurricular activities. All the calendared school visits and trips including residential trips are available to all of our pupils. Appropriate planning and risk assessments are carried out prior to trips and all pupils are invited to participate. Parents are welcome to discuss forthcoming trips with the most relevant member of staff.

As a school we ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school who do not have SEND.

### 6.13 Support for Improving Emotional & Social Development

PSHE and Religious Education lessons, assemblies and extra-curricular opportunities help to promote the emotional and social development of children within Francis Baily Primary School. External agencies are signposted where appropriate.

In consultation with Senior Leaders and parents, short-term targets are agreed which prioritise key areas of behaviour to address and how this progress can be measured. The school sanctions and reward systems are set out in the [Francis Baily School Behaviour Policy](#). Internal exclusion is used, where necessary, but external exclusion will be used when the individual pupil's behaviour merits it. All pupils are treated equally and fairly.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils are identified for ELSA, Emotional Health Academy (EHA) sessions
- Pupils are identified for work with the Mental Health in Schools Team (MHST)
- Pupils are identified for social skills sessions.

At Francis Baily Primary School we are committed to ensuring all members of our community are safe from bullying. In order to do this, we aim to ensure that all pupils and staff know what bullying is (and is not), that bullying is always reported by pupils or staff, that there are clear consequences for persistent bullies and that every member of the community knows bullying will not be tolerated. Francis Baily Primary School makes sure that the values of kindness and respect run through all the pastoral work.

### 6.14 Working with Other Agencies

Francis Baily Primary School engages a broad range of services and organisations to provide additional support for pupils with SEND:

- Sensory Consortium Services (SCS) – Teachers for hearing impairment and visual impairment
- ASD Advisory Teachers
- Cognition and Learning Team (CALT)
- Language and Literacy (LAL)
- Specialist Inclusion Support Service (SISS)
- Child and Young Persons Integrated Therapies (CYPIT) (including Speech and Language Therapy)

- Child and Mental Health Services (CAMHS)
- Educational Psychologist (EP)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Mental Health Support Team (MHST)
- Therapeutic Thinking Team
- Emotional Health Academy (EHA)
- Occupational Therapist
- Outreach from ICollege
- Other professionals as required by the individual.

The school can make referrals via CYPIT for speech, language, and physiotherapy. Referrals to Occupational Therapy are made via the GP where there is no EHCP in place. The school can make referrals to Sensory Consortium Services, the Cognition and Learning Team and the Educational Psychologist (EP).

The school fully engages with a range of social care professionals to support young people and their families to achieve the best possible educational outcomes.

### **6.15 Medical Support for Children with SEND**

Any pupil with a medical condition requiring regular medication or support in school should have Medical Care Plan which details the support the child needs. If the parents, healthcare professional and school agree that a Medical Care Plan is inappropriate or disproportionate, a record of the child's medical condition and any implications for the child will be kept in the school's medical record and the pupil's individual records.

The school has a statement on managing medicines which follows the guidelines by the Department for Education – Managing Medicines in Schools and Supporting pupils at school with medical conditions.

### **6.16 Complaints about SEND Provision**

The school has a complaints procedure, and it is available on the policies and procedures section of our school website.

Should pupils or parents/carers be unhappy with any aspect of provision they should be encouraged to discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the class teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO or the Headteacher.

In the event of a formal complaint parents are advised to write to the Headteacher and they will be referred to the school's complaints policy. The Local Authority Parent Partnership Service available through SEND Information Advice and Support Service (SENDIASS) is available to offer advice.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **6.17 Contact Details of Support Services for Parents of Pupils with SEND**

Information from external agencies is distributed to appropriate families. [Parenting Special Children | West Berkshire Directory](#) is available and the Help for Families Service. We also regularly upload new support materials on the SEND pages of our school website and share via newsletters.

### **6.18 The local authority local offer**

- Our mainstream SEND contribution to the local offer is: <https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=SgY1x7CKkKk&localofferchannel=4>
- Our local authority's local offer is published here: [West Berkshire Local Offer](#)

## 7. Monitoring Arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENCO, Subject Leaders and the Senior Leadership Team
- Analysing pupil progress data for all pupils and for cohorts
- Monitoring of SEND procedures and practices by the SEND Governor
- Completing an annual SEND review
- Reviewing the School Improvement Plan which is used to plan and monitor the school's provision
- Responding to visits from Local Authority personnel and inspections
- Acting on feedback from parents and staff, both formal and informal.

The SEND Policy and Information report will be approved by the Trustees.

## 8. Links with Other Policies & Documents

This policy links to our policies and procedures on our school website, such as Accessibility Plan; Behaviour Policy; Equality Information & Objectives and Supporting Pupils with Medical Conditions.

- Supporting Pupils with Medical Conditions.

# Appendix

Area of Primary Need	%
Communication and interaction	15%
Cognition and learning	42%
Social, emotional and mental health difficulties	38%
Sensory and/or physical needs	5%

\* Data correct as of January 2025

The table contains the breakdown of the primary categories of need for the SEND pupils at Francis Baily Primary School in the SEND register. A significant number of pupils also have comorbid diagnosis and therefore additional needs; these are also recorded on the SEND register.

	Cohort	EHCP	%	K- Support	%	Total	%
<b>EYFS</b>	60	2	3%	5	8%	<b>7</b>	12%
<b>Year 1</b>	56	1	2%	4	7%	<b>5</b>	9%
<b>Year 2</b>	74	1	1%	15	20%	<b>16</b>	22%
<b>Year 3</b>	86	4	5%	12	14%	<b>16</b>	19%
<b>Year 4</b>	81	2	2%	18	22%	<b>20</b>	25%
<b>Year 5</b>	87	4	5%	15	17%	<b>19</b>	22%
<b>Year 6</b>	89	1	1%	21	24%	<b>22</b>	25%
<b>Total</b>	<b>533</b>	<b>15</b>	3%	<b>90</b>	17%	<b>105</b>	20%

\* Data correct as of January 2025

# Glossary

**Annual review:** The review of the EHC plan, which the local authority must make as a minimum every 12 months.

**Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural, or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

**EHC plan:** Education Health and Care Plan, which replace statements and Learning Difficulty Assessments (LDAs). An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**ELSA:** Emotional Literacy Support Assistant provides one to one or group support for emotional and social needs.

**EP:** An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Their work involves an assessment of the child using observation, interviews, and test materials. Educational psychologists offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents.

**FSW:** Family Support Worker works with families on many issues including parenting, finances or signposting to outside support.

**Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

**SAP:** Support and Achievement Plans may be created with a pupil and parent to outline the steps pupils need to take to meet desired outcomes. These can be any of the following six categories: Communication; Learning and Development; Behaviour and emotions; Health; Everyday life and Family Community. SAPs are not a statutory requirement.

**Special Educational Needs Co-ordinator (SENCO):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

**Special Educational Needs and Disability (SEND):** A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which 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 schools or mainstream post-16 institutions.

**SpLD:** Specific learning difficulty is an umbrella term sometimes used as a synonym for dyslexia but now generally accepted as also including the following: Dyscalculia, Dysgraphia, Dyspraxia, Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD or ADHD) and Asperger Syndrome.