

Francis Baily Primary School



SEND AT FRANCIS BAILY

SUPPORTING EVERY CHILD'S LEARNING JOURNEY



Mrs A Thorogood
Assistant Headteacher and
SENDCO



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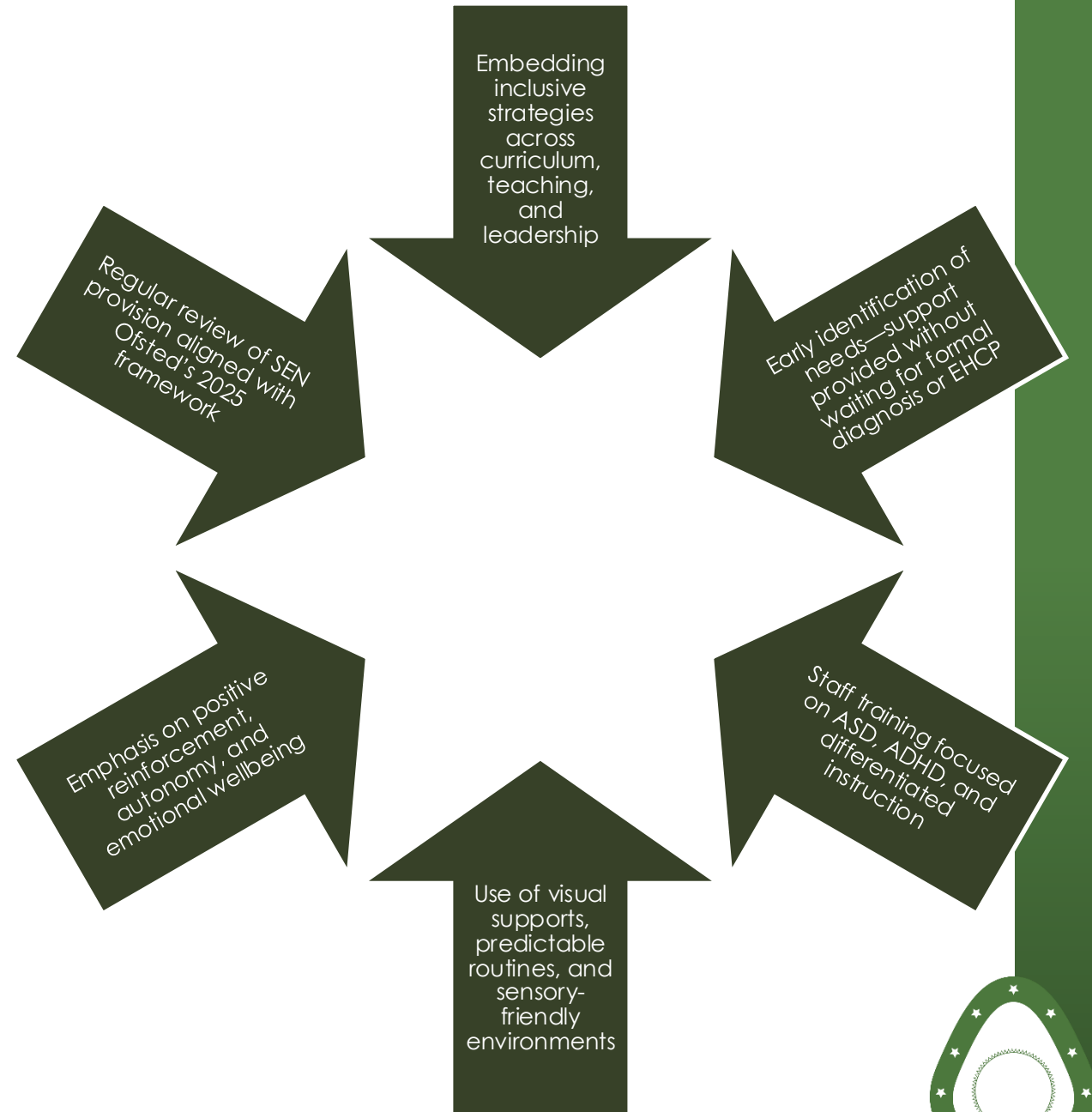
Mrs L Collins
Pastoral Support Assistant

BUILDING INCLUSION AT FRANCIS BAILY

Our inclusive classrooms are designed to ensure that every child - regardless of ability, background, or need - feels valued, supported, and able to thrive.

Their **purpose** is to remove barriers to learning by adapting teaching strategies, environments, and resources so that all pupils can access the curriculum meaningfully.

The **benefits** include improved academic outcomes, stronger social-emotional development, greater independence, and a classroom culture rooted in empathy, respect, and belonging. When inclusion is embedded, it empowers every learner to reach their full potential.



WHAT CHILDREN CAN EXPERIENCE IN AN INCLUSIVE CLASSROOM

Clear routines and visual timetables that reduce anxiety and support independence

Flexible seating and movement breaks within the classroom to help regulate focus and energy

Sensory-friendly zones and tools to support emotional regulation

Small steps learning to promote confidence and independence

Social stories and role-play to build empathy and social skills

Positive reinforcement and praise that celebrate effort and progress

Modelling provides structured by breaking down complex concepts into manageable steps

Scaffolding provides temporary, structured guidance that gradually fades as students gain independence and confidence.

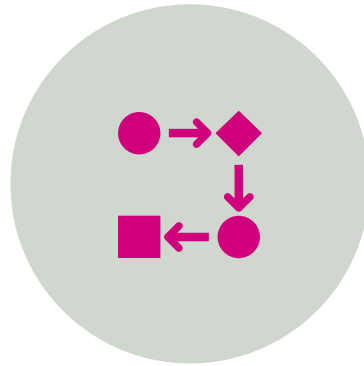
Reducing visual distractions helps SEN learners focus on key information without being overwhelmed by unnecessary details



OUR SEND PROCESS AT FRANCIS BAILY SCHOOL



STEP 1 – IDENTIFYING
NEED



STEP 2 – THE GRADUATED
APPROACH (GAPS)



STEP 3 - SAPS & SEN
REGISTER

STEP 1 – IDENTIFYING A NEED

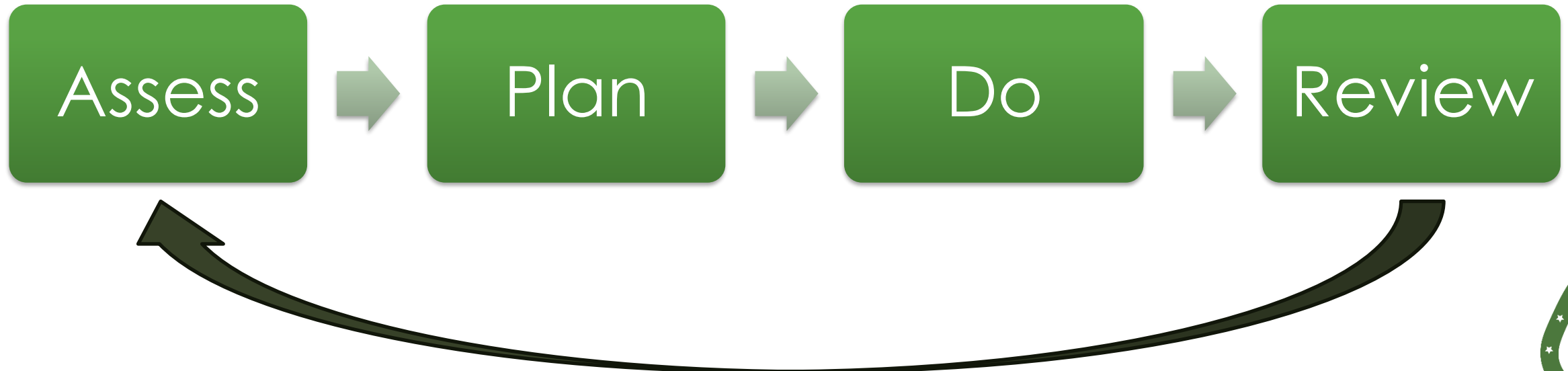
A specific need is identified by a **teacher or parent**

Discussion about how needs can be met within the classroom

Focus on **inclusive provision**



STEP 2 – THE GRADUATED APPROACH (GAPS)



STEP 2 – THE GRADUATED APPROACH (GAPS)

- If needs exceed typical support, then a GAP is created
 - identify needs
 - plan and put in place supports
- Assessments: Numeracy Assessment Pack (NAP), Literacy Assessment Pack (LAP) and Dyslexia Screeners can be completed in school.
- SENDCO may/may not assist in supporting the class teacher at this point
- Review with the SENDCO - discuss impact and what next.

Name of pupil:		Class Teacher:	School:
Date of last hearing test: if applicable		Date of last sight test: if applicable	
Date:			
Stage	Date	Actions/comments/next steps	
Identify: What is their primary need? (please see reverse of sheet) What is the barrier for learning?			
Assess: How do you know? (circle the appropriate answer) <i>Please put in details of scores from tests</i> What have you done so far?			
Plan: What will you put in place? Who will do this? How often? How will I get feedback?			
Do: What has the impact been? What evidence do you have?			
Review: What will happen next? (in partnership with SENCO)			

STEP 3 – SAPS & SEN REGISTER

If GAP isn't enough → **SAP** discussed

Child may be added to **SEN register**

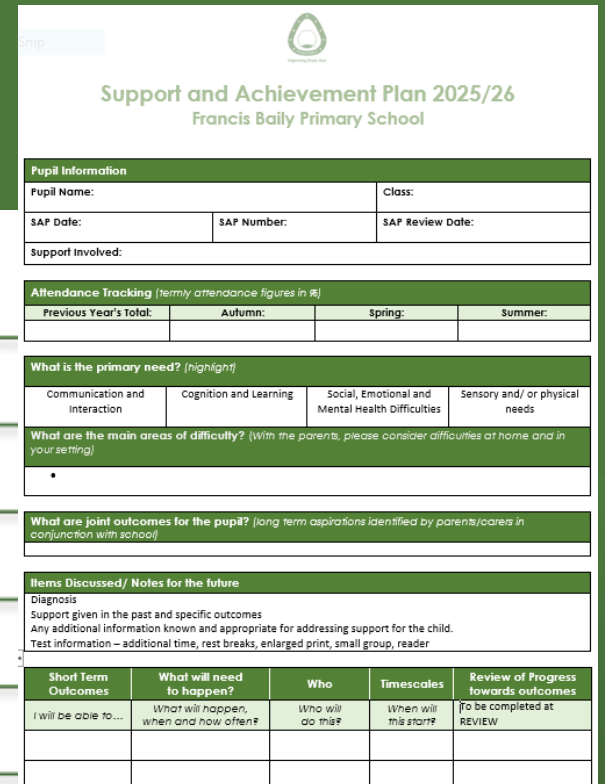
SMART Targets* set and reviewed each term

Termly meetings with teacher

SENCO involved in initial and key meetings

This may include work with **professionals** such as: Cognition and Learning Team (CALT), Educational Psychologist (EP), Child and Adolescent Mental Health Services CAMHS

*A SMART target is a specific, measurable, achievable, relevant, and time-bound goal designed to provide clear direction and trackable progress.



The form is titled 'Support and Achievement Plan 2025/26 Francis Baily Primary School'. It contains several sections: 'Pupil Information' with fields for Name, Class, Date, Number, and Review Date; 'Attendance Tracking' with a table for Previous Year's Total, Autumn, Spring, and Summer; 'What is the primary need?' with a table for Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and/or physical needs; 'What are the main areas of difficulty?'; 'What are joint outcomes for the pupil?'; 'Items Discussed/ Notes for the future' with a 'Diagnosis' section; and a table for 'Short Term Outcomes' with columns for Outcomes, What will need to happen?, Who, Timescales, and Review of Progress.

Short Term Outcomes	What will need to happen?	Who	Timescales	Review of Progress towards outcomes
I will be able to...	What will happen, when and how often?	Who will do this?	When will this start?	To be completed at REVIEW



CRITERIA FOR AN EHCP (EDUCATION, HEALTH AND CARE PLAN)

When Is an EHCP Considered?

The child or young person has **significant and complex needs** that affect their education, health, or social care.

Support required **goes beyond** what is normally available through SEND Support and Universal Provision within school.

Despite **targeted interventions**, progress remains **limited or inconsistent**.

Needs are **long-term and likely to persist** without extra provision.

Evidence shows that current support is **insufficient** to meet the child's needs.

A **multi-agency assessment** is needed to coordinate education, health, and care services.



MYTHS ABOUT WHAT AN EHCP WILL PROVIDE

Myth	Reality
Myth 1: An EHCP guarantees 1:1 support	EHCPs outline <i>needs-based provision</i> , not specific staffing ratios. 1:1 support is only provided if clearly justified by the child's needs. This is decided by the local authority.
Myth 2: An EHCP solves all problems immediately	It's a <i>long-term support plan</i> , not a quick fix. Progress depends on collaboration, implementation, and regular reviews.
Myth 3: Only children with severe disabilities can get an EHCP	EHCPs are for children with <i>complex needs</i> that require coordinated support across education, health, and/or care —not just those with visible or diagnosed disabilities.
Myth 4: Once you have an EHCP, it can't be changed	EHCPs are <i>living documents</i> — they must be reviewed annually and updated as the child's needs evolve.
Myth 5: An EHCP guarantees a place in a special school	Placement depends on <i>individual needs and parental preference</i> . Many children with EHCPs thrive in mainstream settings with appropriate support.



REFERRAL PATHWAYS FOR ASD & ADHD IN WEST BERKSHIRE

Consider referral if:

- Persistent difficulties with attention, impulsivity, or hyperactivity (ADHD). Please note your child needs to be 6 years old.
- Significant challenges in social interaction, communication, and repetitive behaviours (ASD).
- Symptoms impact daily life and are not explained by other factors (e.g., hearing loss, anxiety, learning difficulties).



HOW TO REFER

School: Speak to the class teacher/SENDCO who can refer to CAMHS Neurodiversity Service. It is best that a Strengths and Difficulties Questionnaire (SDQ) and evidence (6 months) is gathered before submission. This can include reports from professionals, GAPs, SAPs etc

GP: Speak to GP or health visitor for referral. Access Berkshire West Autism & ADHD Support Service while waiting.

Right to Choose (RTC) What is RTC?

- NHS patients can legally choose an approved provider for ADHD/ASD assessment if wait times are long.

How to use RTC:

- Discuss with GP, request referral under RTC.
- Choose a provider with an NHS contract (e.g., Clinical Partners, ProblemShared).



Private Diagnosis Accepted by schools and West Berkshire services if:

Assessment follows NICE guidelines and includes full developmental history, clinical interview, and impact evidence.

Cautions:

NHS may require re-assessment for medication if report lacks required details.

Local Providers:

[Berkshire Psychology](#), [The Nook Clinic](#), [Every Mind Child Psychology](#).



THE LOCAL OFFER

What is the Local Offer?

The Local Offer is an online guide from your local council that explains all the support available for children and young people with special educational needs and disabilities (SEND). It includes information about education, health, and social care services, as well as activities and advice for families — all in one place. [Access the Local Offer on our website or here.](#)

Benefits of the Local Offer for Parents

- **Clear Information:** Find all SEND support and services in one easy-to-access place.
- **Education Support:** Learn about schools, specialist provisions, and learning resources.
- **Health & Care Guidance:** Access details on health services and social care options.
- **Activities & Community:** Discover local clubs, events, and activities for your child.
- **How to Get Help:** Step-by-step guidance on applying for support and who to contact.



WHO TO SPEAK TO ABOUT SEND SUPPORT:

Start with the Class Teacher

- They know your child best and see them every day
- The teacher can discuss classroom strategies and progress
- If further support is needed, this may lead to a conversation with the **SENCO**

Speak to the SENCO (Mrs Thorogood) for:

- Specialist advice
- Referrals to external agencies
- Support with diagnosis and formal assessments
- Teachers remain a key part of the process throughout

