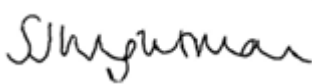




Barrow CEVC Primary School

Inspire, Create, Discover, Together

SEND Policy

Originated by:	Jo Woodland
Reviewed by:	Jo Woodland
Review date:	September 2026
Distributed to:	All staff, governors & volunteers
Distribution date:	September 2026
Adopted at Governors' Meeting	October 2026
Signature of Chair of Governors:	
Next review date	September 2027

1. Our commitment

Our Christian vision, "Living life to the full" (John 10:10), underpins our commitment to an inclusive school where every child is valued, belongs, participates and is supported to flourish. We

seek to identify needs early, remove barriers to learning, and work constructively with pupils, families and professionals.

This policy sets out how we identify, assess, plan, deliver and review special educational provision. Practical details for families are set out in the school's annually updated SEND Information Report.

2. Legal framework and definitions

This policy reflects the Children and Families Act 2014, Equality Act 2010, Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice: 0 to 25 years (2015), alongside relevant statutory guidance.

A pupil has special educational needs where they have a learning difficulty or disability calling for special educational provision that is additional to or different from provision generally made for others of the same age in mainstream schools. Disability and SEN overlap but are not interchangeable. A diagnosis is not required before support is considered, and a diagnosis does not automatically mean a pupil has SEN.

The four broad areas of need are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These are starting points for understanding needs, not fixed labels.

3. Aims

We aim to provide high-quality inclusive teaching; recognise strengths and barriers promptly; ensure reasonable adjustments and appropriate additional provision; involve children and families in decisions; monitor progress and the impact of provision; support wellbeing and safety; and plan effective transitions.

4. Responsibilities

The governing body has strategic oversight of SEN and disability duties, including resources, accessibility, equality, and the publication and regular review of the SEND Information Report. Governors should be familiar with this policy and keep it under review.

The headteacher is responsible for ensuring that SEND arrangements are implemented across the school, including appropriate deployment of staffing and resources.

The SENDCo coordinates SEND provision, advises colleagues, liaises with parents and external services, supports assessment and review, maintains oversight of SEN records, and contributes to strategic development.

Class teachers remain responsible and accountable for the progress and development of pupils in their class, including where support is delivered by teaching assistants or specialists. Teaching assistants and other staff implement agreed approaches under teacher direction and share observations about their impact.

5. Identification and assessment

Teachers use ongoing assessment, observations, pupil voice and discussions with families to identify barriers to learning. Information from previous settings and professionals is considered where available. Slower progress or low attainment alone does not establish SEN; staff consider wider factors, including attendance, language, health and wellbeing.

Where concerns persist, the class teacher and SENDCo consider whether provision additional to or different from ordinarily available teaching is required. Parents are informed and involved.

Appropriate assessment or specialist advice may be sought, with relevant consent and information sharing.

6. Graduated approach: SEN Support

We follow the assess–plan–do–review cycle. Assess: understand the pupil's strengths, needs and barriers. Plan: agree clear outcomes, adjustments, provision, responsibilities and a review point with the family and pupil. Do: deliver support consistently, with the class teacher retaining responsibility. Review: evaluate progress and the impact of support, and agree whether to continue, adapt or cease provision.

Provision is recorded through the school's established SEN Support planning and record-keeping processes. Parents are involved in regular reviews, with review frequency proportionate to need and at least in line with the SEND Code of Practice expectations. Decisions are based on evidence of progress and need, not simply the availability of a diagnosis.

7. Teaching, adaptations and inclusion

High-quality teaching is the first response to SEND. Staff may use clear routines, visual support, explicit vocabulary teaching, scaffolding, repetition, adapted recording methods, sensory adjustments, assistive technology, targeted intervention or additional adult support according to individual needs.

Reasonable adjustments are considered to avoid substantial disadvantage for disabled pupils.

Pupils with SEND should be enabled to take part in the curriculum and wider school life, including PE, visits, clubs and enrichment, with appropriate planning and risk assessment. Support should promote participation and independence rather than unnecessary separation from peers.

8. Education, Health and Care plans

Where a pupil's needs may require provision beyond what can reasonably be made through SEN Support, the school or parents may request an Education, Health and Care needs assessment from Suffolk County Council. An assessment request does not guarantee that a plan will be issued.

For pupils with an EHC plan, the school works to secure the special educational provision specified in Section F and participates in statutory annual reviews. The local authority remains responsible for decisions about assessment, issuing and amending plans and naming placements. The school will provide evidence and engage with consultation and phase-transfer processes.

9. Pupil and parent partnership

We recognise families as essential partners and seek to communicate clearly and respectfully.

Pupils' views are gathered in ways suited to their age and communication needs, including conversation, observation, one-page profiles and review activities.

Parents should normally speak first with the class teacher about learning concerns and may contact the SENDCo through the school office. Information about independent advice, the Suffolk Local Offer and complaints is provided in the SEND Information Report.

10. Wellbeing, safeguarding and medical needs

SEND provision is closely linked to safeguarding, attendance, behaviour and pastoral arrangements. Staff recognise that communication differences, social vulnerability, sensory needs or a quiet presentation can mask unmet needs. Concerns are recorded and escalated under the school's safeguarding procedures.

SEND does not replace individual healthcare planning. Where a pupil has a medical condition, staff follow the school's Supporting Pupils with Medical Conditions arrangements, with appropriate liaison with health professionals and families.

11. Specialist advice and resources

Where appropriate, the SENDCo coordinates advice from Suffolk SEND and Inclusion services, educational psychology, speech and language therapy, occupational therapy, sensory services, health professionals and other agencies. Referral routes, criteria and availability vary.

Specialist recommendations inform individual planning; the school evaluates and reviews their practical impact. Decisions about equipment and staffing are informed by assessed need, reasonable adjustments, available resources and relevant statutory duties.

12. Transition

Transition is planned for entry to school, movement between classes and transfer to secondary education. Depending on need, arrangements may include additional visits, visual information, meetings with families and receiving staff, pupil profiles, transfer of records and specialist liaison. For pupils with EHC plans, the school works with the local authority and families to meet statutory phase-transfer review arrangements.

13. Monitoring, evaluation and governance

The SENDCo and senior leaders monitor the quality and impact of provision using assessment information, review outcomes, pupil and parent voice, observations and professional advice. Findings inform staff development and school improvement priorities.

The governing body receives appropriate anonymised strategic information about SEND provision, inclusion, outcomes and resource implications. The SEND Information Report is updated at least annually and when material information changes. This policy is reviewed regularly, with input from pupils and parents where practicable.

14. Concerns and complaints

We encourage early discussion with the class teacher and SENDCo. Where a concern cannot be resolved informally, families may use the school's published Complaints Procedure. Families may also obtain impartial SEND advice from Suffolk SENDIASS. Complaints about school provision and statutory appeals about EHC plan decisions follow different routes.

15. Related documents and contact

SEND Information Report 2026–27:

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