



Baydon St. Nicholas

Church of England (VA) Primary School

Roots to grow, wings to fly

Special Educational Needs Policy 2026

DATE	REVIEW DATE	Coordinator(s)	Nominated Governor
March 2026	March 2027	Emma Gilbert	Dave Madden

Principles of the Code Of Practice 2015

The principles underpinning this policy are found within the SEND Code of Practice 2015 taken from the Children and Families Act 2014 Section 19 and are as follows

- The views, wishes and feelings of the child and the child's parents
- The importance of the child and the child's parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

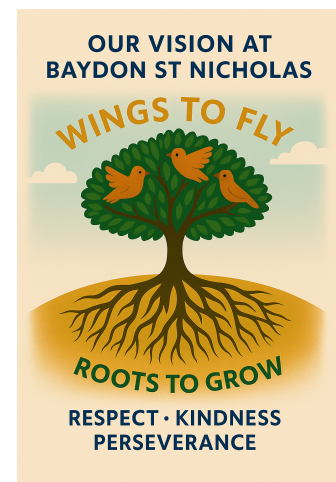
Vision for our School

Roots to Grow

At Baydon St Nicholas, we are committed to helping every child put down strong roots. Through a loving and inclusive Christian community, we provide the care, encouragement, and learning environment each child needs to thrive. Our Christian values of respect, kindness, and perseverance form the rich soil in which children can grow in knowledge, character, and faith.

Wings to Fly

With deep roots in place, our children are empowered to take flight and become confident, compassionate, and curious. We encourage them to explore their unique gifts with a strong sense of identity and purpose. Just like the mustard tree that provides shelter and rest, our vision is that every child will grow to be a blessing to others, offering support, inspiration, and hope.



At Baydon St Nicholas, we don't just prepare children for the next stage—we help them grow into who they are called to be.

The principles from the Code of Practice (2015) and the school's aims provide the foundation for the SEND provision and support the following.

Objectives

- Early identification and monitoring of pupils who have special needs so that their needs are met, they are fully included in the life of the school and attainment is raised
- Working within the guidance provided in the SEND Code of Practice 2014
- Planning an effective curriculum to meet the needs of children with SEND and ensure high quality provision with a focus on inclusive practice and removing barriers to learning
- Raising self esteem of children with SEND and positively acknowledge the progress they have made
- Working in close partnership with parents of children with SEND
- Ensuring all those that work with SEND in our school are aware of the procedures of identification, provision within graduated approach (Assess, Plan Do Review)
- Collaborating with outside agencies in education, health and social services
- Developing clear transition pathways within school and onto the next stage of a child's education
- Keeping accurate confidential records of children with SEND
- Providing support and advice for all staff working with SEND pupils

SEND Definition

In accordance to the Code of Practice (6.15)

A pupil has SEND where their learning difficulties or disability calls for special educational provision, namely **different from or additional to** that normally available to pupils of the same age.

SEND Identification

Within our school we have a clear approach to identifying and responding to identifying children with SEND.

- Concerns raised by class teacher
- Parental Concern
- Medical reports from outside agencies

- Identification at termly pupil progress meeting showing limited progress
- A change in pupil's behaviour or progress
- Using Wiltshire Graduated Response to SEND Support in school (WGRSS document)

Concern over a child with SEND is first addressed by the class teacher with support of the SENCO/Headteacher. The class teachers are responsible and accountable for the progress and development of the pupils in their class. (Code of Practice 6.36)

The SEND provision comes under four broad headings of

- Cognition and Learning
- Communication and Interaction
- Social, Communication and Mental Health
- Sensory and /or Medical

Others influences may have impact on children's progress and attainment but these **do not** fall with SEND

- Attendance and punctuality
- Welfare
- English as an Additional Language (EAL)
- Pupil Premium
- Looked after children
- Children of Servicemen or women

Once a child has been identified as a SEND concern, discussions will take place with the child, parents, the class teacher, SENCO and Headteacher. Based upon the nature of the concerns , and including the data from the most recent pupil progress meeting to determine what support or interventions has already taken place within the class teaching , the decision will be taken whether to place the child on the SEN register. In some cases this is a clear decision based upon reports from outside agencies as well as parent and class teacher information. Other times a termly review maybe in place for the next pupil progress meeting to monitor the child's progress once adaptations or class based interventions are put in place. However reference will be made to the SEND definition of

different from or additional to that normally available to pupils of the same age to support the decision to place a child on the SEN register.

A Graduated Approach to SEN Support

Once a child has been identified as SEND they will be placed on the school SEND register as requiring SEN Support. The parents will be informed and kept involved throughout the process. The SEN support is the responsibility of the class teacher in discussion with the SENCO and Headteacher. The first response is the continued provision of **Quality First Teaching (QFT)** and to continue to plan ways to adapt or support a child with SEND to be included, access the curriculum and make progress. This is the first part of the Graduated Approach (Assess, Plan Do Review)

In our school this QFT can include adapted work in class to make work more accessible, working in small adult led groups with either a teacher or teaching assistant making the learning more accessible. The use of support materials such as; additional resources, use of IT or practical apparatus during the lesson can be used to further develop learning.

Assess

The class teacher can assess the area of SEND need using Wiltshire Graduated Response to SEND Support document as well as information from class work, pupil progress meetings, observations, reports and pupil and parent concerns. The aim is to use the four SEND categories to determine what support can be given and accessed.

Plan and Do

All children on the SEND register have a one page profile, which is completed with either the Class teacher or SENCO. It outlines the child's needs and current areas of support. It forms an important part of the plan for the provision of SEND and allows the child's voice to be central to the process. Alongside dialogue with parents and support from the SENCO the class teacher will plan outcomes for children with SEND within their class. These outcomes are of a high expectation and should be specific, measurable, agreed, realistic and time bound. These are recorded on an SEN Support sheets.

Review

As set out in the Code of Practice (2014) provision and progress should be reviewed from the SEN Support sheets, three times a year with the parents/carers of the child with SEND. If at one of these reviews a child with SEND has failed to make adequate progress despite support, or more information is required on advice from an outside agency whom support has been sought, and/or evidence is being gathered for a request for an EHC (Education Health Care) needs assessment, then a non-statutory "My Support Plan" will be recommended and in collaboration with the child, parents, class teacher and SENCO will be written. This outlines the child's strengths, areas of need and interventions for support and the class teacher will monitor this to ensure outcomes are being met. This document forms the basis of future SEND provision and is accessible to everyone involved with the child. This will also then be reviewed three times a year. A "My Support Plan" does

not need to be re written each time but outcomes reviewed and developed to ensure the provision continues to have high expectation, enable progress to be made and the child's needs are being met.

EHC Plans “My Plans”

During the review process the decision may be made that the needs of the child are not being met within the current provision and a request needs to be made to the Local Authority requesting a Statutory Educational Health Care Assessment to determine whether the child requires an EHC plan “My Plan”

The process for this is outlined within the guidelines of Wiltshire Graduated Response SEND Support (WGRSS) document and a request is made to a Single Point of Contact Lead worker of the SEND team who will led this process, gathering information from the “My Support Plan” in a series of meetings with the parents, child, class teacher, head teacher and SENCO. As well as reports from all outside agencies involved with the child. Once the decision has been made and if required an EHC plan put in place this becomes the responsibility of the class teacher with support of the SENCO to implement the relevant outcomes within the Educational Health and Care plan.

SEN Support and Intervention

The class teacher and the SENCO will decide on what action is required to support a child with SEND in light of earlier assessments this will always include First Quality Teaching (FQT) but may also include

- Specifically targeted intervention programmes delivered in 1:1 settings with a Teaching Assistant.
- Different learning equipment or specialist materials used in class
- Some group or individual work away from the classroom with a teaching assistant to focus upon a particular area of need for example work on gross motor skills, or work set by a speech therapist

Responsibilities

Role of SENCO

The SENCO is Emma Gilbert (Headteacher).

The key responsibilities for the SENCO include

- Overseeing the day-day operation of the school's SEN policy
- Co-ordinating provision for children with SEND
- Develop and support inclusive practise in SEND provision
- Liaise and support with staff involved with the provision of SEND and listen to class teachers feedback regarding children with SEND
- Advise on the graduated approach to providing SEN support

- Advise on the use of resources to meet the needs of pupils needs effectively
- Liaise with parents of pupils with SEND
- Liaise with early year providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services
- Liaise 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 governors and keep them informed on SEND provision
- Ensure that records of all pupils with SEN are kept up to date

Other Roles

The Head Teacher is:

- the designated teacher with specific child safeguarding responsibilities.
- designated person responsible for managing pupil premium grant and Looked After and Adopted Children.
- responsible for managing the school's responsibility for meeting the medical needs of pupils.

The Governing Body

The Governing body will determine the key responsibilities and monitor the effectiveness of the SENCO in carrying out the tasks of the SENCO. They support the relationship between the SENCO and the leadership and management of the school. The Special Needs Governor is David Madden.

The Role of the SEN Governor

- To monitor the provision of SEND in our school
- To meet three times a year with the SENCO to discuss SEN provision across the school
- To report to the Governing body on the provision and the impact this is having on the children on the SEN register
- In discussion with the Headteacher to agree the SEN budget and to ensure the funds and resources are used effectively

Admissions

Normal admission arrangements apply and can be viewed on the Baydon School website

www.baydon-school.org.uk/parents/admission-information/.

Being a Church Aided School our admissions policy is based on the agreed Wiltshire policy and guidance from the Salisbury Diocesan Board of Education. We strive to be a fully inclusive school. All children will be treated according to their needs. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met. If a child is transferring into the school with an EHC Plan/ Statement, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Involvement of Outside Agencies

The school works closely with outside agencies to support the provision of SEND across the school. The SENCO and Headteacher meet and are in contact with the Specialist Special Educational Needs (SSENS) Team from Wiltshire and Berkshire, due to our school having children living in both counties. As part of the Graduated Approach outside agencies can be accessed at any times to support SEND provision. Their reports are reflected in the planned outcomes often used within classroom settings and sometimes requiring additional support outside of the class setting with the deployment of a teacher or teaching assistant.

Outside Agencies can include

- Educational Psychology, Specialist Learning Support, Behaviour Support and Ethnic Minority Achievement Services.
- Specialist Health services include Speech and Language Support, Physical and Sensory support Services which include Visual Impairment ,Occupational Therapy, Physiotherapy and Hearing Impairment, Paediatrician, School Nurse and Child and Adolescent Mental Health Service (CAMHS)

We also work with Social Services and Parent Support Advisors.

Inclusion and Access

In accordance to the Code of Practice's (2014) underlying principle of focussing on inclusive practise and removing barriers to learning and at Baydon St Nicholas we to develop and continue effective inclusive practise within SEND provision. It is the role of the SENCO to promote inclusive practice and support class teachers in delivering this. This can include careful planning of teacher assistant deployment, including the child's voice when planning and reviewing outcomes.

With regard accessibility the school environment is fully accessible to all children. Recent improvements to the building and the school environment have included the inclusion of access works.

We have an Accessibility Plan in place and where feasible we will make reasonable adjustments to improve the accessibility of our environment to meet individual needs.

Supporting Families

Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision making process in the school. Parents' contribution to the child's education is valued highly by the staff of the school. Parents are fully involved in the process of determining the effective SEND provision and have an active part to play in contributing to the writing of My Support Plans and My Plans. The school will also update parents with written records of multi-agency meetings.

We also provide support within multi agency meeting and are often take a liaison role between a family who may be in need of support and the agencies in which the support can be found.

We work closely with both Wiltshire and West Berkshire SSENs services on supporting families with children with SEND.

Transition

All children with SEND provision have a one page profile and this outlines the child's needs and areas of support. It is shared for transition between classes and is available for any staff that may be working with that child. This can also be used as the basis for transition between educational settings as well as the child's My Support Plan. If a child has an Educational Health Care Plan then enhanced transition maybe required commencing prior to joining the school or in Year 5 ahead of transfer in Year 6.

Training and Resources

Most of the resources used by children with SEND are available within the classroom. Any particular requests for additional resources should be made to the SENCO. An amount from the total budget will be allocated to special educational needs based on the number of children with on the SEND register. This money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for special education needs and meet the objectives of this policy.

Teaching Assistants may be targeted to work with identified children under the guidance of the class teacher in consultation with the SENCO. For those children with an EHC plan a banding system is now in place which will give monies to the school in order to meet the needs of the child in line with the outcomes on the EHC plan.

Training takes place within the school in service training such as all teaching and teaching assistant staff on using WESFORD a diagnostic Dyslexia tool, sessions led by Behavioural Support on De-escalation or training led by the SSENs team through Wiltshire and booked on Right Choice door the Wiltshire MISA (Mainstream Inclusion Advisor).

The SENCO may also attend courses on up to date policy, SEN legislation and training.

Storing and Managing information

All personal information held on children on the SEN register is kept in a locked cupboard. Class teachers hold a copy of pupil profiles, SEN Support sheets, and if a child has a My Support Plan or a My Plan. The class teacher may also have copies of reports from outside agencies for example speech therapy reports in order to plan and deliver the speech therapy targets. Reports and information held on children with SEND are treated in confidence and only shared with those involved with the child's provision.

It is the SENCO's responsibility to keep these records up to date and provide the correct information for meetings with parents, teachers and outside agencies when appropriate.

Concerns/Complaints

If a parent feels that Baydon St Nicholas has not met his or her child's educational needs, they should:

- discuss their concerns with the class teacher;
- consult with the SENCO/Headteacher if their concerns continue;
- Escalate using the complaints policy if necessary.

All meetings will be detailed, dated and recorded within the child's section of the SEND register.

Safeguarding

This policy written in accordance the Safeguarding policy held at Baydon St Nicholas.

Compliance

This policy is written within compliance of the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice (2014 Section 3.66) and also under the guidance of Wiltshire Local Offer website for SEND. This policy is also in compliance with the Baydon St Nicholas Disability and Equality Scheme and Safeguarding policy.

This policy has been written by Baydon St Nicholas SENCO in liaison with the SEN Governor, Headteacher and with all teaching staff and teaching assistants involved in the provision of SEND within our school.

For more information

More information about the Local Offer of Support which is available for families with SEND can be found at

<https://localoffer.wiltshire.gov.uk/>

and for those families living in West Berkshire

<https://westberks.gov.uk/local-offer-family-information-service>