



BENCHILL PRIMARY SCHOOL

SEND Policy

September 2026

Written by:
Date of Policy approval: September 2026
Date for Policy review: September 2027
Signed: Chair Of Governors

Ethos

At Benchill Primary School, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matter and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Definition of Special Educational Needs/ Disability

Benchill Primary School recognises that 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 them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them 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

The school makes provision with regard to the 2014 Code of Practice, the SEND and Disability Act (amended 2001) and the Discrimination and Disability Act (December 2006). The implementation of the SEND Code of Practice 2014 will be through the School's SEND Policy and School SEND Information Report. The School SEND Information Report is reviewed annually.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools SEND Information Report
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Policy and Plan
- Teachers Standards 2012
- Keeping Children Safe in Education 2016

Aims

At Benchill Primary School, all pupils, regardless of their needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

- To ensure there is a clear process for identifying, assessing, monitoring and reviewing procedures for SEND pupils, with the pupils and their parents/carers being at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.
- **The SENDCo is Meghan Grange**
- **Assistant SENDCo is Mrs Raines**

- **The Inclusion Lead is Julie Waring.**
- **The SENDCo Governor is Helen Hart**

Identification and Assessment Arrangements, Monitoring and Reviewing Procedures

The identification of SEND (see appendix A) is a whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders, including Asperger syndrome, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as Dyslexia, Dyscalculia and Dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEND Support

Early identification of pupils with SEND is a priority and particular care is taken when identifying and assessing SEND for children whose first language is not English. A process of on-going teacher observations, assessments, and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO, alongside with the views of parents/carers and pupil. At this point, the pupil may be recorded as needing either:

- 1) Curriculum support within class
- 2) Additional support through **SEND Support** Provision

SEND Support pupils will receive support above and beyond Quality First Teaching such as interventions or professional support/assessment. Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, provision the SEND Support level may need to be made. If, the support required is **different from or**

additional to what is ordinarily offered by the school, the child will be placed on the SEND Register at **SEND Support**. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. (See Appendix B) This plan is intended to be a working document which is regularly updated, as more is understood about the child's SEND, including their response to interventions. Where a child and family would benefit from coordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

There are likely to be two groups of children recorded at **SEND Support**.

1. Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer-term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope for each child to have an **Individual Learning Plan. (Provision Map Writer)**

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with adaptive curriculum support. The group will be taught by the class teacher and supported by a TA. The responsibility for planning for these children remains with the class teacher.

A pupil receiving SEND Support whom we consider having more severe or longer-term needs will have a **One-page Profile and an Individual Learning Plan. (Provision Map Writer)**

These documents form an individual record for the pupil and contain a summary of their additional needs and action taken to meet them.

Each child's progress will be reviewed on a regular basis throughout the year. The class teacher and the pupil (if appropriate) will take the lead in the review process. Parents/carers will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions.

School request for an Education Health and Care Plan

For a pupil who is not making adequate progress, despite a period of support at SEND Support, and in agreement with the parents/carers, the school may request the LA to undertake a statutory assessment to determine whether it is necessary to give the child an EHCP.

The school is required to submit evidence to the LA whose Moderation of Assessments Panel makes a judgment about whether the pupil's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for undertaking a statutory assessment. Planning, provision, monitoring and review processes continue as before whilst awaiting the outcome of the request.

Education Health and Care Plan

A child who has an EHCP will continue to have additional support using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Roles and Responsibilities

The SEND Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- consulting termly with the SENDCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the school SENDCO and Inclusion Lead
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The SENDCO is responsible for:

- the SEND policy and its implementation
- coordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- consulting with and advising staff
- maintaining regular liaison with parents/carers
- coordinating annual reviews
- supporting staff in identifying pupils with SEND.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND

- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENDCO in the writing and reviewing of targets for pupils with SEND

Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCO

Training and Resources

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff training is high priority and both teaching and support staff are made aware of training opportunities that relate to working with children with SEND. All teachers and support staff undertake induction on taking up a post and this includes extensive information regarding the systems and structures in place around the school's SEND provision and practice. The SENDCO regularly attends Manchester LA network meetings to share good practice with colleagues and keep up to date with SEND developments.

Accessibility

Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs. At Benchill we strive to be an inclusive school, engendering a sense of community and belonging through our:

- Inclusive ethos
- A broad and balance curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- Different teaching strategies depending upon the nature of the child's needs
- High expectations and suitable targets for all children

Benchill is a disability friendly school. The main building in school is one level, corridors are wide and we have an easy access toilet. The new building which accommodates the 2-year-old provision and Year 5 and 6 pupils, is on two floors with access to a lift. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, etc. This is good practice to support all children but is vital for those who particularly need it. All our children access the full National Curriculum, and we recognise achievement and expertise in all

curricular areas. As part of normal class adaptation, curriculum content and ideas can be scaffolded and made more accessible by using visual, tactile and concrete resources.

All our children have equal access to before school, lunchtime and after school clubs that develop engagement with the wider curriculum. Where necessary, we make reasonable adjustments to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
 - Additional visits to the classroom environment to identify where the toilets are, where the pegs are etc.
 - Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Monitoring and evaluation of SEND

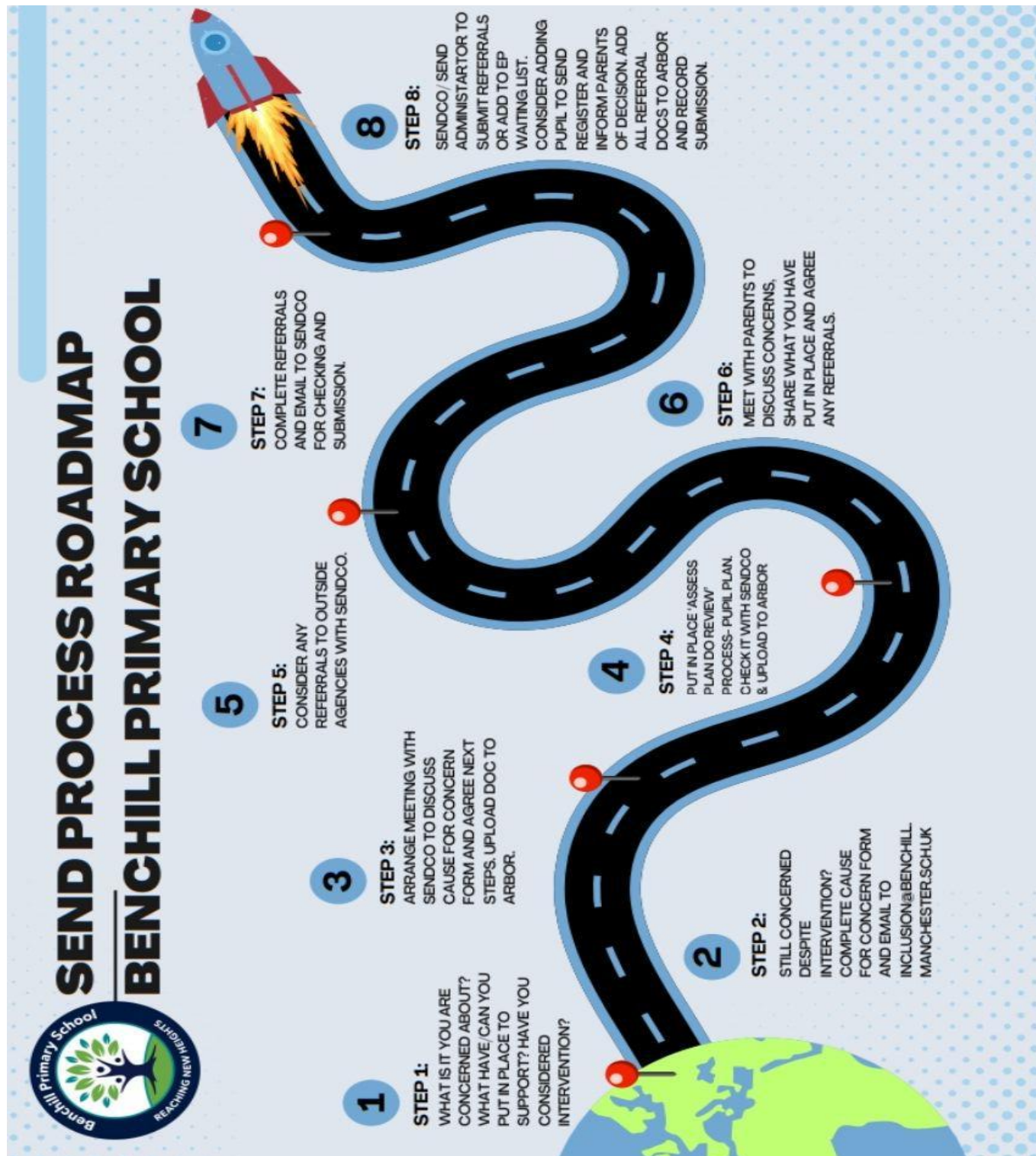
The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- progress against individual targets
- pupils' work and interviews

The SENDCO maps provision for each year group to cost provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary, update our provision.

Complaints Procedures

Any complaints regarding the SEND policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENDCO/Inclusion Manager. If they feel their child's needs are still not being met, they should make an appointment to see the Head Teacher. Additional information will be given to parents/carers upon request.



Appendix B

The four-part cycle:



Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEND Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also consult closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review:

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, and review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Appendix C

Levels of support for pupils with SEND (Please also see Benchill provision Mapping)

SEND Support Provision

SEN support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a shared nurture group
- Boxall Profile assessment and strategies

Specialist Support - Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Bridgelea School – Pupil Referral Unit
- Ashgate- Autism Outreach Team
- LOIS- Physical/Sensory Support Service
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)
- Thrive Manchester
- Play Therapists

Emergency Funding – Manchester Local Authority accept that there will be some cases where a child has an exceptional high level of need and requires a high level of additional support that cannot be reasonably expected to be met by the school from their own resources. Such cases are exceptional and rare. Primarily it is those children who have moved into the city or to a school for the first time or where a significant event has resulted in a change of circumstances for the child / young person. Where there is sufficient evidence, it is the responsibility of the school to submit an application and all supporting documentation to the SEND panel.

Education, Health and Care Needs Assessments - Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress over a period of time, the school or parents should consider requesting an Education, Health and Care needs assessment. From 1st September 2014 no more Statements of SEND will be written. They will be replaced by Education, Health and Care (EHC) Plans. Statements which currently exist will remain valid but will gradually be converted into Education, Health and Care (EHC) Plans by Manchester Local Authority over the next three and a half years. These conversions will usually take place at key transition points.

Education, Health and Care (EHC) Plans will have the same legal status as Statements of SEND and will cover the age range 0 - 25 required.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The school has a policy for Supporting Pupils at School with Medical Conditions.