



Beenham Primary School

Special Educational Needs and Disabilities (SEND) Policy

1. Aims

At Beenham Primary School, we firmly believe that **all children have the right to equal access to a broad, balanced and relevant education**. We aim to be an inclusive school where every pupil is valued and supported to achieve their full potential, and where placement in a mainstream setting is appropriate.

At some point in their school career, a child may experience a special educational need or disability (SEND), whether on a temporary or more permanent basis. These needs may arise from learning difficulties, medical conditions, or social, emotional and mental health needs.

Beenham Primary School is committed to:

- Early identification of SEND
- High-quality, inclusive teaching
- Strong partnerships with parents, pupils and external professionals
- Ensuring pupils with SEND are fully integrated into school life

All class teachers are responsible for the progress of pupils with SEND in their class and for the initial identification and assessment of needs. Provision is supported by the SENCO, teaching assistants, outreach staff and external support agencies.

2. Legislation and Guidance

This policy is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years** ([view here](#)) and the following legislation:

- [Children and Families Act 2014 \(Part 3\)](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Equality Act 2010](#)

These documents set out schools' responsibilities for pupils with SEND, including Education, Health and Care Plans (EHCPs), SEN coordination and reasonable adjustments.

3. Definitions

A pupil has **Special Educational Needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of pupils of the same age or have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally for other pupils of the same age.

4. Roles and Responsibilities

4.1 *The SENCO*

The Special Educational Needs Coordinator (SENCO) is: **Mr George Bell-Barrett**

The SENCO will:

- Work with the SEN Governor and Headteacher to determine the strategic development of SEND provision
- Have day-to-day responsibility for the operation of SEND policy and coordination of provision
- Support pupils with SEN, including those with EHCPs
- Provide professional guidance to staff
- Advise on the graduated approach to SEND support
- Manage and advise on the SEND budget and resources
- Liaise with external agencies and local authority services
- Support transition to new educational settings
- Ensure SEND records are accurate and up to date

4.2 The SEN Governor

The Governor with responsibility for SEND is: **Mrs Jennifer Campbell**

The SEN Governor will:

- Raise awareness of SEND at governing board meetings
- Monitor the quality and effectiveness of SEND provision
- Work with the Headteacher and SENCO on strategic development

4.3 The Headteacher

The Headteacher of Beenham Primary School is: **Miss Sophie McBean**

The Headteacher will:

- Have overall responsibility for SEND provision and pupil progress
- Work with the SENCO and SEN Governor to implement this policy

4.4 Class Teachers

Class teachers are responsible for:

- The progress and development of every pupil in their class
- High-quality teaching and differentiation
- Working with teaching assistants and specialists
- Reviewing provision with the SENCO
- Ensuring this policy is followed

5. SEN Information Report

A full SEN Information Report is published separately and reviewed annually.

6. Kinds of SEND Provided For

Beenham Primary School provides additional and/or different provision for pupils with:

- **Communication and interaction needs** (e.g. ASD, speech and language difficulties)
 - **Cognition and learning needs** (e.g. dyslexia, dyspraxia)
 - **Social, emotional and mental health needs** (e.g. ADHD, EBSA)
 - **Sensory and/or physical needs** (e.g. visual or hearing impairment, epilepsy, processing difficulties)
 - **Moderate, severe, profound and multiple learning difficulties**
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7. Identification and Assessment of SEND

On entry, pupils' attainment and development are assessed using information from previous settings. Teachers regularly assess progress and identify pupils whose progress is significantly slower than peers; fails to match previous rates of progress; does not close attainment gaps despite targeted support; shows widening gaps.

Progress in social, emotional or behavioural areas is also considered. Slow progress alone does not automatically indicate SEND.

Decisions regarding SEND support are made collaboratively, considering desired outcomes, parental views and pupil voice.

8. Consulting and Involving Pupils and Parents

Early discussion with parents and pupils ensures shared understanding of strengths and needs, parental concerns are considered, outcomes are agreed and next steps are clear.

Parents are notified when SEND support is provided. Records are shared and updated regularly.

9. Assess, Plan, Do, Review

We follow the graduated approach:

- **Assess:** Identify needs using a range of evidence
- **Plan:** Agree outcomes and support
- **Do:** Implement provision
- **Review:** Evaluate impact and adjust provision

All staff working with the pupil are informed of strategies and outcomes.

10. Supporting Transitions

We work closely with parents and receiving settings to ensure smooth transitions between phases.

11. Teaching and Interventions

High-quality teaching is the first response to SEND.

Interventions may include:

- Targeted maths, reading and writing support
 - 1:1 and small group phonics (Monster Phonics)
 - Reading fluency and comprehension support (ABC to Read)
 - Colourful Semantics and Speech and Language programmes
 - Support and Achievement Plans (SAPs)
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12. Curriculum Adaptations

We adapt provision through:

- Differentiation
 - Modified resources
 - Assistive technology
 - Visual supports
 - Extended processing time and pre-teaching
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13. Additional Support and External Agencies

Teaching assistants provide targeted 1:1 or group support where appropriate.

We work with external agencies including:

- Autism Team
 - Child and Adolescent Mental Health Services (CAMHS)
 - Early Development and Inclusion Team (EDIT)
 - Educational Psychology Service
 - Emotional Health Academy (EHA)
 - Mental Health Support Team (MHST)
 - SEN Assessment Team
 - Specialist Inclusion Support Services
 - Speech and Language Therapy (CYPIT)
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14. Equipment and Facilities

Provision includes multi-sensory resources, laptops and iPads.

We have a space in school called the **Wolf Den** for regulation and emotional support.

Resources are reviewed regularly.

15. Evaluating Effectiveness

- We monitor SEND provision through:
 - Termly progress reviews
 - Intervention reviews
 - Pupil voice
 - SENCO monitoring
 - Provision mapping
 - Annual EHCP reviews
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16. Inclusion in School Life

All pupils have access to all clubs and enrichment activities, all educational visits and residential and all school performances and events. No child is excluded from events due to SEND.

17. Emotional and Social Development

We support emotional wellbeing through an inclusive school ethos, a strong anti-bullying policy and targeted emotional support.

18. Complaints

Complaints about SEND provision should first be raised with the class teacher, then through the school's complaints policy.

Parents may appeal to the First-tier SEND Tribunal regarding disability discrimination.

19. Local Authority Local Offer

West Berkshire Council's SEND Local Offer provides information about services available to children and families.

[Special Educational Needs and Disability \(SEND\) Local Offer - West Berkshire Council](#)

20. Monitoring and Review

This policy is reviewed annually by the Headteacher and approved by the Board of Governors.

21. Related Policies

- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Supporting Pupils with Medical Conditions
- SEN Information Report

Beenham Primary School SEND Policy 2026

Approved by: Full Governing Board

Date approved: Friday 13th March 2026

Review date: March 2027