

Idle Primary School is a caring and supportive community where everyone is encouraged to thrive. We foster bravery in facing challenges, celebrate teamwork, and nurture a spirit of helping others.

Through faith, learning, and shared purpose, we grow together, guided by Christian values and the belief that each child is wonderfully made by God.



SEND Policy

Headteacher:	(Interim) L Russell
Chair of governors:	Nicola Roth
Approval date: October 2025	Review date: October 2026



Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Areas of special educational need
4. Admissions
5. Roles and responsibilities
6. Involving pupils and parents in decision making
7. Joint commissioning, planning and delivery
8. Funding
9. The local offer
10. Identification
11. Graduated approach
12. Range Assessment
13. Assessment
14. Education, Health and Care (EHC) plans
15. Reviewing EHC plans
16. SEN and disability tribunal
17. Data and record keeping
18. Confidentiality
19. Complaints procedure related to children with SEND
20. Monitoring and review

Statement of Intent

This policy outlines the framework for Idle C.E. (A) Primary School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Idle C.E. (A) Primary School therefore intends to work with Bradford LA and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

3. Areas of special educational need

Idle C.E. (A) Primary School will make provision for pupils with the following 4 kinds of need:

- Cognition and learning.
- Communication and interaction.
- Social, mental and emotional health.
- Sensory and / or physical.

4. Admissions

4.1. Idle C.E. (A) Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

4.1.1. Not refusing admission for a child that has named the school in their Education, Health and Care (EHC) Plan.

- 4.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC Plan.
- 4.1.3. Considering applications from parents of children who have SEND but do not have an EHC Plan.
- 4.1.4. Not refusing admission for a child who has SEND but does not have an EHC Plan because the school does not feel able to cater for those needs.
- 4.1.5. Not refusing admission for a child on the grounds that they do not have an EHC Plan

5. Roles and responsibilities

5.1. The governing body has a responsibility to:

- 5.1.1. Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- 5.1.2. Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC Plan.
- 5.1.3. Use their best endeavors to secure the special educational provision called for by a child or young person's SEND.
- 5.1.4. Designate an appropriate member of staff (the SEND co-ordinator or SENDCo) as having responsibility for co-ordinating provision for pupils with SEND.
- 5.1.5. Appoint a designated teacher for 'looked after' children where appropriate.
- 5.1.6. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 5.1.7. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- 5.1.8. Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- 5.1.9. Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favorably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- 5.1.10. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- 5.1.11. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- 5.1.12. Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC Plan

5.2. The Head of School has a responsibility to:

- 5.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.2.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 5.2.3. Cooperate with local authorities during annual EHC Plan reviews.
- 5.2.4. Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- 5.2.5. Provide the SENDCo with sufficient administrative support and time to enable them to fulfil their responsibilities.
- 5.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

5.3. The SEND Coordinator (SENDCo) must:

- 5.3.1. Be a qualified teacher.
- 5.3.2. Attain the special educational needs co-ordinator's (SENCO) national professional qualification within three years of appointment (or hold the equivalent National Award for SEN Co-ordination).
- 5.3.3. Collaborate with the governing body and Head of School, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- 5.3.4. Work with the school governors and the Head of School to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 5.3.5. Undertake day-to-day responsibility for the operation of SEN policy.
- 5.3.6. Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- 5.3.7. Liaise with the relevant designated teacher where a looked after pupil has SEND.
- 5.3.8. Advise on a graduated approach to providing SEND support.
- 5.3.9. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
Liaise with the parents of pupils with SEND.
- 5.3.10. Liaise with Early Year's providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies.
- 5.3.11. Be a key point of contact with external agencies, especially the LA and LA support services
- 5.3.12. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.

- 5.3.13. Support staff to write support plans and appropriate documentation for a child or young person with SEND.
- 5.3.14. Provide professional guidance to colleagues and work closely with staff members, parents, carers and other agencies, including SEND charities.
- 5.3.16. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- 5.3.17. Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND.
- 5.3.18. Ensure that the school keeps the records of all pupils with SEND up-to-date.
- 5.3.19. Ensure parents are informed that SEND provision is being made, where the child does not have an EHC plan
- 5.3.20. Provide regular in-service training to teaching and support staff. The Head of School and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

5.4. Class teachers must:

- 5.4.1. Monitor the progress of all children.
- 5.4.2. Provide Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children are succeeding and making good progress from their starting points.
- 5.4.3. Identify, plan and deliver any additional support that may be needed. This might include targeted learning, small group work, tuition or a personalized curriculum.
- 5.4.4. Discuss any concerns with parents and, when necessary, highlighting these to the SENDCo. Meeting with parents three times a year, at least (in line with the Code of Practice).
- 5.4.5. Plan, write and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupil themselves.
- 5.4.6. Ensure that they follow the school's SEND policy.
- 5.4.7. Use both formal and informal assessments to identify and plan for children's needs.
- 5.4.8. Use appropriate assessment to set targets which are deliberately ambitious.
- 5.4.9. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment or their needs.
- 5.4.10. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- 5.4.11. Support all needs within the classroom and providing an inclusive and welcoming environment.

6. Involving pupils and parents in decision making

- 6.1. Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:
- 6.1.1. Focus on the child or young person as an individual, not their SEND label.
 - 6.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
 - 6.1.3. Highlight the child or young person's strengths and capacities. Focus on what they can do.
 - 6.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
 - 6.1.5. Tailor support to the needs of the individual.
 - 6.1.6. Organise assessments (where possible) to minimise demands on families.
 - 6.1.7. Bring together relevant professionals to discuss and agree together the overall approach.

7. Joint commissioning, planning, and delivery

- 7.1. Idle C.E. (A) Primary School will collaborate with the Local Authority in the exercise of its duty to work together with health and social care providers by:
- 7.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
 - Prevention.
 - Early identification / recognition.
 - How pupils and their families will be able to access services.
 - How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
 - How provision and support services will enable pupils to prepare for their future adult life.
 - 7.1.2. Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:
 - Population and demographic data.
 - Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
 - Numbers of local children with EHC plans and their main needs.

- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities.

7.1.3. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEN whose needs are identified before school entry.

8. Funding

- 8.1. Idle C.E. (A) Primary School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEND provision of its pupils.
- 8.2. Personal budgets are allocated from the Local Authority's high needs funding block and Idle C.E. (A) Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

9. Local offer

- 9.1. Idle C.E. (A) Primary School will cooperate generally with the Local Authority and local partners in the development and review of the local offer.
- 9.2. In Bradford, all schools have a similar graduated approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible to meet the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

10. Identification

10.1. To identify pupils with SEND, Idle C.E. (A) Primary School will:

10.1.1. Assess each pupil's current skills and levels of attainment on entry.

10.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

- 10.2. The school will provide appropriate provision to pupils falling behind or making inadequate progress given their age and starting point.
- 10.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

11. Graduated approach

- 11.1. Idle C.E. (A) Primary School will, once a potential special educational need has been identified, employ the graduated approach to meeting the pupil's needs, including:
 - 11.1.1. Establishing a clear **assessment** of the pupil's needs. This may be using the Range Criteria provided by Bradford Education or other appropriate assessment materials and external agencies.
 - 11.1.2. **Planning** with the pupil's parents, the adaptations and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
 - 11.1.3. **Implementing** the adaptations or additional provision.
 - 11.1.4. **Reviewing** the effectiveness of the provision and making any necessary revisions.

12. Range Assessment

- 12.1. Idle C.E. (A) Primary School will assess the needs of pupils using Bradford Education Guidance. Additional provision can be implemented where a pupil:
 - 12.1.1. Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of challenge.
 - 12.1.2. Shows signs of difficulty in developing English or mathematical skills which result in low attainment in some curriculum areas.
 - 12.1.3. Presents persistent emotional or behavioral difficulties which are not ameliorated by the social and emotional support and relational approaches employed by the school.
 - 12.1.4. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
 - 12.1.5. Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a personalised curriculum.

13. Assessment

- 13.1. Idle C.E. (A) Primary School will, in consultation with the pupil's parents, request an EHC Needs Assessment where the pupil's needs cannot be met through the resources normally available within the school and where the Range Guidance indicates that this should be considered.
- 13.2. The school will meet its duty to respond to any request for information relating to an EHC Needs Assessment, to the Local Authority, within the agreed timescale.
- 13.3. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the Local Authority, regarding how the pupil's outcomes can be met through the schools existing provision.

14. Education, Health and Care (EHC) plans

- 14.1. Idle C.E. (A) Primary School will meet its duty to respond to the Local Authority within 15 days, if it is named on a pupil's EHC Plan.
- 14.2. The school will ensure that all those teaching or working with a child named in an EHC Plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 14.3. The school will request a re-assessment of an EHC Plan at least 6 months following an initial assessment, if a pupil's need significantly change.

15. Reviewing an EHC Plan

- 15.1. Idle C.E. (A) Primary School will:
 - 15.1.1. Cooperate to ensure an Annual Review meeting takes place, including convening the meeting on behalf of the Local Authority if requested.
 - 15.1.2. Ensure that sufficient arrangements are put in place at the school to host the Annual Review meeting.
 - 15.1.3. Seek advice and information about the pupil prior to the Annual Review meeting from all parties invited.
 - 15.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the Annual Review meeting.
 - 15.1.5. Cooperate with the Local Authority during Annual Reviews.
 - 15.1.6. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
 - 15.1.7. Ensure that a review of a pupil's EHC Plan is undertaken in line with the LA dates for transition to High School.

16. SEN and Disability Tribunal

16.1. Idle C.E. (A) Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

16.1.1. Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

17. Data and record keeping

17.1. Idle C.E. (A) Primary School will:

17.1.1. Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

17.1.2. Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

17.1.3. Record details of additional or different SEND provision on a provision map.

18. Complaints procedure related to children with SEND.

18.1 If parents and carers have complaints regarding the support provided for a child with an additional need, they need to refer to the whole school complaints policy. Briefly, the complaints procedure is to report to the child's class teacher → report to the Pastoral Lead → report to the SENCo → report to a member of SLT → report to the Head of School → report to the Executive Head → report to the Governors.

19. Monitoring and review

19.1 This policy is reviewed on an annual basis by the Head of School and the SENCo in conjunction with the governing body. Any changes made to this policy will be communicated to all members of staff.

19.2 All members of staff are required to familiarise themselves with this policy as part of their induction programme.