

BUCKSTONES PRIMARY SCHOOL
POLICY FOR S.E.N.D.
(Special Educational Needs and Disabilities)
February 2026

Our SENCO is Melanie Platt.

Our S.E.N.D. governor is Pauline Whitehead.

Introduction

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) at Buckstones Primary School. To see it in practice, *please refer to our SEND Information Report (Local Offer): [LINK - LOCAL OFFER 26](#)*

Our SEND Vision

At Buckstones Primary School our mission statement is 'A love of life and learning': we seek to develop all children to their fullest potential: personally, socially, emotionally and academically, as well as spiritually, morally, creatively and physically.

Our vision underpins our policy, ensuring that we provide a commitment to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in school - including those with SEND - by celebrating and valuing the achievements and strengths of all members of the school community.

All children and young people are entitled to an education that is appropriate to their needs and which promotes high standards and the fulfilment of potential. This education should enable them to:

- achieve their best,
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(SEND Code of Practice 6.1)

In Early Years, all children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

(Code of Practice 5.1)

At the heart of our vision for supporting children with SEND, we believe that it is important for us to focus on:

- being child-centred
- being inclusive
- ensuring that every teacher is responsible and accountable for all children in their class wherever or with whoever the child/young person is working.

Definition of S.E.N.D.

xiii. 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 him or her - defined as "additional to" or "different from" the support provided to others.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

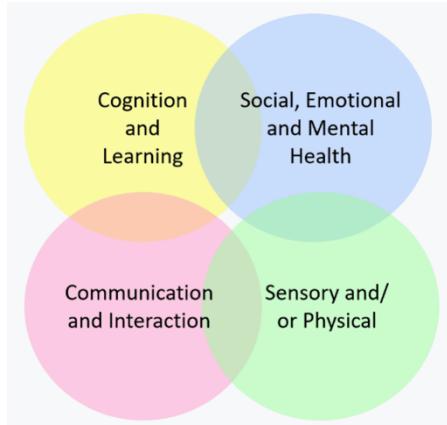
xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them.

(Section 20 Children and Families Act 2014)

Four Areas of Need

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the Special Educational Needs and Disability Code of Practice 0-25 years (January 2015).

Children or young people will have needs and requirements which fall into at least one of the four areas; often, these areas overlap. We take into consideration the impact that these combinations of need will have upon the child's ability to access the curriculum. The four broad areas of need are:



1. Communication and interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

2. Cognition and learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

4. Sensory and/or physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

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Children and young people with some health or disability conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

(Code of Practice xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether a lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

(Code of Practice 6.24)

Admission Arrangements

At Buckstones, we welcome children with S.E.N.D.

Please refer to our Local Offer to see what we can offer your child.

Identification of Pupils with S.E.N.D.

Please refer to our Local Offer.

The process is laid out as follows:

STAGE 1:

Initial Concerns (Cause for Concern)



STAGE 2:

Monitoring

(needs met by Quality First Teaching)



STAGE 3:

SEN Support

*(some of this support may be targeted 1:1 and / or small group support;
outside agencies may also be involved at this stage)*



STAGE 4:

School Request for Statutory Assessment (made to Oldham L.A.)



STAGE 5:

Education, Health and Care (E.H.C.) Plan

Arrangements: Co-ordinating Provision - The Graduated Approach

In order to ensure that appropriate and effective identification, assessment and provision is made for children with additional needs (S.E.N.D.) we incorporate the following principles:

- setting suitable learning challenges,
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

(Code of Practice 6.45-6.56)

We promote a person-centred approach, incorporating quality first teaching and additional support and interventions. The graduated response model of *Assess, Plan, Do, Review* is used (see below):



Assess - Needs are assessed.

Assessment is ongoing in every session, every day; whole-school monitoring and tracking of vulnerable group, including SEND. Groups and individuals are identified.

This gives us a growing understanding of learners' needs and determines the next steps in each child's learning journey.

Plan - Plans are created.

Following assessments and consultation between those parties involved with the child, it is agreed what support needs to be put into place. It involves strategic planning of additional support and interventions, alongside Quality First Teaching.

This gives us a growing understanding of what approaches work best.

Do - Support is implemented and interventions are delivered.

Additional support and interventions are planned for and monitored. This, coupled with high Quality First Teaching and high aspirations and expectations for all, ensures that the gap for vulnerable learners is closing.

This gives us a growing understanding of effective support.

Review - Outcomes are reviewed and acted upon.

The impact of actions taken, support given and interventions delivered are reviewed termly so that next steps to learning can be strategically planned for. Termly reviews for pupils with S.E.N.D. are used to discuss progress being made and to outline what is / isn't working so that appropriate next steps can be put into place.

This gives us a growing understanding of what approaches secure better outcomes, in order to support the child's future learning.

Inclusion and Access

While having a SENCO-led approach, all pupils have access to a broad and balanced curriculum, including participation in school trips, sports, and, where possible, full mainstream inclusion.

Children with S.E.N.D. are encouraged to participate in all aspects of school life and the necessary provision will be made to accommodate all children, irrespective of need. *Please note that there may be times when we - in conjunction with parents - take the decision to 'disapply' children with severe S.E.N.D. from formal assessments such as SATs.*

Please refer to our Buckstones Local Offer.

Roles, Responsibilities and Monitoring

At our school, we believe in working collaboratively with family members, outside agencies and the child to ensure that a child-centred approach is at the heart of all that we do.

Each **class teacher** is responsible for the day-to day co-ordination of provision for all children (including those with S.E.N.D.) in their care. This includes:

- being responsible for meeting the needs of all pupils, including those with S.E.N.D. through high-quality differentiated teaching
- working closely with any teaching assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- reviewing targets, assessing and recording achievements, setting new targets
- working with the SENCO to review each child's/ young person's progress and development and decide any changes to provision
- providing information, reports or attend review meetings based on the person-centred principles
- liaising with parents, supporting them where appropriate
- liaising with professionals

Teaching assistants play an important role in supporting the class teacher in the delivery of a differentiated curriculum that allows accessibility for all. They provide additional support for children who need it and feed back to class teachers regarding pupils' progress, in order to inform 'next steps'.

The **SENCO (Melanie Platt)** is responsible for:

- working with the Head teacher and S.E.N.D. governor to determine the strategic development of the S.E.N.D. policy and provision in school
- having day-to day responsibility for the operation of this S.E.N.D. policy and the overall co-ordination of provision made to support individual pupils with S.E.N.D., including those children with EHC Plans
- liaising with staff and parents - providing professional guidance to colleagues, parents and other agencies to ensure that pupils / young people with S.E.N.D. receive appropriate support and high-quality teaching
- advising on the graduated approach to providing S.E.N.D. support, as well as on the deployment of the school's delegated budget and other resources, in order to effectively meet the needs of pupils / young people
- evaluating process and practice to improve outcomes
- co-ordinating external services
- being a point of contact for parents and external agencies

- liaising with potential next providers of education to ensure pupils / young people and their parents are informed about options, and to ensure that a smooth transition is planned
- working with the Head teacher and the governing body to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps up-to-date records of all pupils / young people with S.E.N.D, including maintaining the S.E.N.D. register.
- monitoring the progress of our children with S.E.N.D.

The Head teacher (Sarah Healey) will monitor the S.E.N.D. process through:

- working with the SENCO and the S.E.N.D. governor to determine the strategic development of the S.E.N.D policy, as well as S.E.N.D. provision in the school
- having overall responsibility for the provision of learners with S.E.N. and/or disability
- liaising with class teachers and the SENCO to track and monitor individual pupils' progress
- providing the Head teacher's report to the Governing Body

There is a named governor for S.E.N.D. (Pauline Whitehead). She and the SENCO meet annually in order to discuss the provision of children with S.E.N.D. as well as to discuss any local or national changes in S.E.N.D. and the implications these have upon the children with S.E.N.D. in our care. The S.E.N.D. governor will:

- help to raise awareness of S.E.N.D. issues at governors' meetings
- monitor the quality and effectiveness of S.E.N. and disability provision within the school, and update the governing body on this
- work with the SENCO and the Headteacher to determine the strategic development of the S.E.N.D. policy and provision in the school.

In addition to this, the governing body will:

- be responsible for ensuring the high quality of provision
- approving the S.E.N.D. policy and evaluating its effectiveness

Day-to-Day Arrangements

Class teachers remain responsible for meeting the diverse needs of the pupils in the class. Each child on the S.E.N.D. register has their own action plan, which includes

- termly child-friendly IEPs
- a list of suitable strategies (what works / doesn't work)
- any other relevant information

Each class teacher has a class S.E.N.D. file which contains each child's action plan (see above). The transfer of S.E.N.D. information takes place at the end of the summer term, when pupils are moving from one class to the next. At the end of each academic year, staff will hold a transition meeting with the 'receiving' teacher(s).

Through regular review meetings we will monitor outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistants and other professionals as appropriate.

Parental Involvement

The involvement of parents in their child's education is vital so we work in partnership with parents to ensure children with S.E.N.D. make the best possible progress.

Please refer to our Local Offer.

Involvement of Outside Agencies

Here at Buckstones we have a number of agencies involved in giving advice regarding provision for our children with S.E.N.D. A child's needs will be discussed with parents first and parental permission is obtained before we make any referral.

Please refer to our Local Offer.

Staff Development

- The QEST Team offer termly 'SEND Surgeries' to offer advice and support to staff regarding the needs of individual children, as well as some general SEND advice for themselves.

- The SENCO will attend relevant S.E.N.D. training, including SENCO forums and SENCO courses whenever possible.
- Whole staff training will take place when and where appropriate. If necessary, outside agencies will be contacted and asked to contribute to staff training.
- There are also times when the SENCO delivers necessary training in school.
- Sometimes it is necessary for individual staff working with our children with S.E.N.D. to attend particular training that may have been recommended by an outside agency such as Speech Therapy or Occupational Therapy Service. Budget-and timetable-permitting, staff will then attend courses as appropriate.

Allocation of Resources:

Please refer to our Local Offer.

Transition Arrangements:

Please refer to our Local Offer.

Complaints Procedure

- Your first point of contact is always the person responsible - this may be the class teacher, the SENCO or the Head teacher.
- Explain your concerns to them first; if you are not satisfied with the outcome, speak to the Head teacher.
- The next step would be to contact the S.E.N.D. governor.
- Formal complaints should be made to the Chair of Governors using the procedures outlined in the School Complaints Policy.

Data Protection

Pupils' S.E.N.D. records will be held until the pupil reaches age 25.

Electronic and paper copies of their records are kept whilst the pupil is on school. Once the pupil moves onto secondary school:

- A paper copy of their records is transferred to the secondary school
- A paper copy is archived in school.
- Electronic copies are deleted as the pupil leaves.

The Head teacher, class teachers and SENCO have access to the data. Pupils' SEND data is backed up electronically and copies are kept by the SENCO in a master file, as well as individual class teachers.

We keep an electronic version and a paper copy of this policy in school.

Review

This S.E.N.D. policy will be reviewed annually in line with our S.E.N.D. Information Report (Local Offer), in order to take into account any changes or developments that might take place. The next date for review will be February 2027.

Please note that there are big changes ahead in school S.E.N.D. provision. Our policy will be reviewed accordingly. Specific focus areas include:

- **Revised Inspection Frameworks:** From late 2025, Ofsted inspections place a higher emphasis on inclusion as a standalone evaluation area.
- **Early Intervention:** A push to identify needs early and reduce the need for late, high-cost interventions.
- **Mental Health and Safety:** Increased focus on Social, Emotional, and Mental Health (SEMH) needs and ensuring that safeguarding procedures are specifically adapted for children with SEND.
- **Parental Partnership:** Active involvement of parents and children in the decision-making process for provision.
- **Evidence-Based Interventions:** Approaches must be based on best evidence (e.g., Education Endowment Foundation guidance) to ensure impact on progress.

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

National Guidance

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25 (updated 2020)

The National Curriculum in England Key Stage 1 and 2 framework document (updated 2014)

The Early Years Foundation Stage (EYFS) framework 2023 (effective 2024)

Teachers Standards (terminology update, 2021)

Keeping Children Safe in Education (2023)

Buckstones Guidance

School documents & policies linked to this policy: Behaviour policy, Safeguarding policy, Admissions policy, GDPR policy, Anti-bullying policy, Mental health & wellbeing policy and our Single Equality policy (inc. our Accessibility Plan).

Our School Local Offer

LINK - LOCAL OFFER 26

Local Guidance - Oldham Council's Local Offer

<https://oldhamsendlocaloffer.co.uk/>