Special Educational Needs and Disabilities (SEND) Policy

Policy owner	Headteacher and SENDCo
Last reviewed	October 2026
Next review	October 2027 (proposed; earlier if guidance changes)

1. Aims, vision and inclusion

Bewdley Primary School is committed to an inclusive education in which every child feels safe, valued, able to participate and supported to achieve their best. We maintain high expectations for pupils with SEND, promote independence and wellbeing, and work with pupils and families to identify and remove barriers to learning and school life.

Our aims are to identify needs early; provide ambitious, high-quality teaching and reasonable adjustments; make effective special educational provision where required; involve pupils and parents in decisions; and monitor the impact of provision on learning, participation and wider development.

All teachers are teachers of pupils with SEND. Pupils should ordinarily learn and participate alongside their peers, with additional individual or small-group provision where this is appropriate to identified needs.

2. Legal framework and definitions

This policy is informed by Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010, and the statutory SEND Code of Practice: 0 to 25 years (2015). It should be read alongside current safeguarding, attendance and admissions guidance.

A child has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them. For a child aged two or over, special educational provision is educational or training provision additional to or different from that made generally for children of the same age in mainstream settings. For a child under two, it means educational provision of any kind.

Under the Equality Act 2010, disability refers to a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. A child may be disabled without having SEN, or have SEN without being disabled. The school makes reasonable adjustments for disabled pupils in accordance with its duties.

A child is not identified as having SEN solely because English is an additional language, or because of low attainment or slow progress. A diagnosis is not required for school to make reasonable adjustments or provide appropriate support.

3. The four broad areas of need

- Communication and interaction — including speech, language and communication needs and communication differences associated with autism.
- Cognition and learning — including general and specific learning difficulties such as dyslexia or dyscalculia.
- Social, emotional and mental health — including difficulties affecting emotional regulation, attention, relationships and wellbeing.
- Sensory and/or physical — including hearing or vision impairment, physical disabilities and sensory needs.

These areas are a guide, not labels that determine provision. Children may have needs across more than one area; support is based on their individual strengths and barriers.

4. Roles and responsibilities

Governing body and SEND link governor

The governing body oversees the school's SEND arrangements, ensures that statutory duties are met, monitors the quality and impact of provision and ensures that the SEND Information Report and required accessibility information are published. The SEND link governor provides support and challenge and reports to the governing body. Current link governor: Alice Westbury.

Headteacher

The headteacher has overall responsibility for SEND provision, its resourcing, the effective deployment of staff, staff development and monitoring pupils' progress and inclusion. The headteacher works with the SENDCo and governors on strategic development and compliance with equality duties.

SENDCo

The SENDCo, Jacqui Bennett, coordinates the day-to-day implementation of this policy, advises staff on the graduated approach, maintains accurate SEND records, liaises with pupils, families and external professionals, supports transitions and advises the headteacher and governing body on SEND provision. Alice Westbury is the SEND link governor.

Class teachers and support staff

Class teachers remain responsible and accountable for the progress and development of every pupil in their class, including when support is delivered by teaching assistants or specialists. Teachers plan and adapt teaching, identify concerns, involve families, implement and review provision, and communicate strategies to staff. Teaching assistants and specialist staff contribute to planned provision and assessment under teacher direction.

Pupils and parents or carers

Pupils' views, aspirations and experiences are sought in age-appropriate and accessible ways. Parents and carers are involved early, informed when special educational provision is made, and invited to contribute to decisions and reviews. The class teacher is normally the first point of contact.

5. Identification and graduated response

Needs are identified through observation, assessment, progress over time, pupils' and families' views, information from previous settings and, where appropriate, external advice. The school considers the quality of teaching and other factors that may affect learning, attendance or wellbeing before deciding whether a pupil requires SEN Support.

Ordinarily available provision and monitoring

Class teachers adapt high-quality teaching, classroom approaches and resources to remove barriers. Where a concern arises, teachers assess the pupil's strengths and needs, discuss concerns with the family, put targeted approaches in place and review their impact. Teachers may discuss concerns and next steps with the SENDCo through SEND Surgery. A pupil may be recorded on the school's monitoring register while needs and responses to support are considered; being monitored does not automatically mean that the pupil requires SEN Support.

SEN Support

Where a pupil needs special educational provision additional to or different from that ordinarily available, the school identifies SEN Support, records the pupil on the SEND register and informs parents. Provision is planned through a graduated Assess–Plan–Do–Review cycle, with clear outcomes and agreed review arrangements. Individualised Provision Maps (IPMs) are used where appropriate to the pupil's needs; not every pupil on the SEND register has an IPM. Agreed support and its impact are recorded through suitable school systems and reviewed with families.

Assess – Plan – Do – Review

- Assess: the class teacher and SENDCo analyse needs using assessment, observations and the views of the pupil and family, drawing on specialist advice where appropriate.
- Plan: agree outcomes, adjustments, teaching strategies, any interventions, responsibilities and a review date; ensure relevant staff understand the plan.
- Do: deliver agreed provision. The class teacher retains responsibility for the pupil's learning and coordinates the work of additional adults and specialists.
- Review: evaluate progress towards outcomes and the effectiveness of support with the pupil and family; adapt or discontinue provision in response to evidence.

Support for pupils receiving SEN Support is normally reviewed at least termly, with more frequent review where necessary. This may include an IPM where one is in use, or other appropriate records of outcomes, provision and review. Provision is adjusted according to impact; a pupil may leave the SEND register if special educational provision is no longer required, following discussion with parents.

6. External professionals and EHC plans

Where appropriate, and in discussion with families, the SENDCo coordinates referrals and advice from educational psychologists, speech and language therapists, specialist teachers, occupational therapists, school nursing, health services and other agencies. Parents are involved and consent is obtained where required. Recommendations are considered within the graduated approach and reviewed for their impact.

If a child may require an Education, Health and Care (EHC) needs assessment, the school discusses this with the family and may support or make a request to the local authority. Parents and young people also have the right to request an assessment. The local authority applies the statutory test; there is no fixed requirement for a particular number of support hours, diagnosis or prior external-agency involvement. The local authority normally decides whether to carry out an assessment within six weeks of receiving a request. The overall statutory process to issue a final plan is generally up to 20 weeks, subject to permitted exceptions.

The school implements provision specified in EHC plans, contributes to statutory reviews and works with families and professionals on outcomes. EHC plans are reviewed at least annually, with additional statutory arrangements for children under five. Where an assessment is declined or no plan is issued, the school continues to consider and provide appropriate SEN Support and reasonable adjustments.

7. Curriculum, participation and wider support

Pupils with SEND have access to a broad and balanced curriculum, enrichment, trips and school activities. Teaching, resources, communication and environments are adapted to support participation and independence. The school considers reasonable adjustments on an individual basis and works with families to plan access.

The Learning Hub, also known as Jeffers Class, provides targeted literacy and numeracy provision for some pupils, primarily during morning sessions. Pupils return to their usual classes for the afternoon, supporting continued participation in the wider curriculum and school community. Support is planned around identified needs and reviewed for its impact. Pastoral and wellbeing support may also be provided according to individual needs.

8. Attendance, safeguarding and transitions

The school recognises that some pupils with SEND experience additional barriers to attendance. Staff work with pupils, families and relevant professionals to understand and address these barriers, making appropriate adjustments and following the school Attendance Policy.

Children with SEND may face additional safeguarding vulnerabilities or barriers to communicating concerns. Staff follow the Safeguarding and Child Protection Policy, take pupils' communication needs into account and maintain a culture in which concerns are recognised and acted upon.

Transitions into Nursery or Reception, between classes and to secondary school are planned with families and receiving settings. Relevant information is shared lawfully and in good time; enhanced visits, familiarisation or personalised transition resources may be arranged where appropriate.

9. Admissions, accessibility and complaints

Admissions follow the applicable local authority arrangements and School Admissions Code. Children with an EHC plan naming the school are admitted in accordance with statutory arrangements. The school does not unfairly disadvantage applicants because of SEND or disability.

The school's Accessibility Plan explains how it plans to improve curriculum participation, physical accessibility and accessible information. Reasonable adjustments are considered for individual pupils. Specific accessibility arrangements are discussed with families rather than assuming that every area or activity is accessible without adjustment.

Concerns about SEND provision should normally be raised with the class teacher or SENDCo in the first instance. Unresolved concerns can be raised with the headteacher and addressed through the school's Complaints Policy. Families may also seek impartial advice through SENDIASS; statutory disagreement-resolution and appeal routes are available where relevant.

10. Staff expertise, monitoring and review

The SENDCo and headteacher identify training needs and arrange professional development for teaching and support staff, informed by the needs of pupils and the advice of relevant specialists.

The effectiveness of SEND provision is evaluated through assessment and progress information, reviews of individual outcomes and provision, pupil and parent feedback, observation, monitoring of participation and attendance, and scrutiny by leaders and governors. The SENDCo and headteacher report on priorities and the impact of provision to the governing body.

This policy is reviewed annually as a school review arrangement, with the next review due in October 2027 or sooner if legislation, guidance or school practice changes. The SEND Information Report is updated annually and when significant changes occur.

11. Related documents

- SEND Information Report 2026–27
- Accessibility Plan 2025–2028 (approved version)
- Behaviour Policy and Attendance Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Equality information and objectives
- Admissions arrangements and Complaints Policy
- Worcestershire SEND Local Offer and ordinarily available inclusive provision guidance