Blue Hills Federation

St Mary's, Bucknell CE (Aided) Primary School

SEND Policy and Information Report

September 2026

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1. Aims

At ST MARY'S, BUCKNELL C of E Primary School, we are committed to providing an inclusive, supportive and ambitious learning environment where all pupils are valued and enabled to achieve their full potential. We recognise that **every child is unique** and that some pupils may require additional provision to overcome barriers to learning and participation.

This SEND Policy and Information Report aims to:

- Set out how the school identifies, assesses and provides support for pupils with Special Educational Needs and Disabilities (SEND).
- Ensure that pupils with SEND have access to a broad, balanced and ambitious curriculum.
- Promote the early identification of SEND and the timely implementation of appropriate support.
- Outline the graduated approach used to assess, plan, deliver and review provision.
- Foster effective partnerships between pupils, parents/carers, school staff and external agencies.
- Promote inclusion and equality of opportunity for all pupils.

- Explain the roles and responsibilities of those involved in supporting pupils with SEND.
- Ensure compliance with the SEND Code of Practice (2015) and relevant legislation.

Overview

At ST MARY'S, BUCKNELL C of E Primary School, we endeavour to provide high-quality education that enables all pupils to make good progress from their individual starting points. We are committed to identifying and addressing barriers to learning, participation and wellbeing at the earliest opportunity.

Some pupils may require provision that is additional to or different from that ordinarily available in order to meet their needs. Through careful assessment, ongoing monitoring and collaboration with families and external professionals, we ensure that appropriate support is provided so that pupils with SEND can access learning, participate fully in school life and achieve the best possible outcomes.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities https://www.legislation.gov.uk/ukpga/2014/6/part/3

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report https://www.legislation.gov.uk/uksi/2014/1530/contents/made

3. Definitions

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

They have a learning difficulty or disability if they have:

- A **significantly** greater difficulty in learning than the majority of the others of the same age requiring support and provision that is 'different from or additional to' the rest of their cohort.
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

4. Roles and Responsibilities

The school's SENDCo (Special Needs and Disability Co-ordinator) is Mrs Sally-Anne Jones.

Role and responsibilities.

• Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
• Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have CCPs (Child Centred Plans) and EHCPs (Education Health and Care Plans) and IDPs (Individual Development Plans).
• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
• Advise on the graduated approach to providing SEN support
• Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

• Be the point of contact for external agencies, especially the local authority (LA) and its support services
• Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
• Ensure the school keeps the records of all pupils with SEN up to date
• Update our SEND Report on the school website in consultation with staff, SEND Governor and parents.

Executive Head Teacher – Mrs Kathryn Jones (Autumn Term 2026)
Mr Chris McKeon (from Spring Term 2027)

The headteacher will:
• Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
• Have overall responsibility for the provision and progress of learners with SEN and/or a disability

SEND Governor- Mrs Anne Gledhill

The SEND governor will:
• Help to raise awareness of SEN issues at governor's meetings
• Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
• Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Class teachers

Teachers are responsible for the progress and development of all the children in their class. **High Quality Adaptive Teaching** is the first step in responding to children who have or may have SEND.

Each class teacher is responsible for:

Providing high quality adaptive teaching for all pupils, by adapting the curriculum to ensure that it meets the needs of individual pupils, including those with SEND.
• Liaising with the SENDCo with regards to identification of pupils with SEND, how to meet their needs, review progress and decide on any changes to provision.
• Following the graduated approach – writing Child Centred Provision Plans, in consultation with children and parents.
• Consult with parents regularly to review progress and provision.
• Work closely with teaching assistants or other staff to plan and assess the impact of support and interventions and how links can be made to ongoing learning.
• Ensuring that the SEND policy is implemented.

Parents and Carers

We believe that our parents and carers are vital in supporting children's learning by:

• Regularly supporting learning at home
• Effectively communicating key information with school (see appendix - Helping Your Child Thrive: Communication Flowchart)
• Engaging with meetings to review needs, progress and provision

Through strong partnerships, decisions can be made jointly to ensure children make the best possible progress

5. SEND Information Report

5.1: What are the main areas of SEND need?

The Four Broad Areas of Need

The SEND Code of Practice (2015) identifies four broad areas of need. These areas are intended to help schools plan provision and should not be used to fit children into a particular category. Individual pupils may have needs that span more than one area.

Broad Area of Need	Description	Examples of Need
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or understanding and using social rules of communication. Children and young people with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction.	Autism Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)
Cognition and Learning	Support may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may affect one or more areas of learning.	Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia; Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD); Profound and

		Multiple Learning Difficulties (PMLD)
Social, Emotional and Mental Health (SEMH)	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, displaying challenging behaviour, or experiencing difficulties with emotional regulation and relationships.	ADHD, anxiety disorders, attachment difficulties, depression and other mental health difficulties
Sensory and/or Physical Needs	Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of educational facilities generally provided.	Visual impairment (VI), Hearing impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), sensory processing differences

Autism and ADHD

Condition	Primary SEND Code of Practice Area	May Also Impact
Autism Spectrum Disorder (ASD)	Communication and Interaction	SEMH, Cognition and Learning, Sensory and/or Physical Needs
Attention Deficit Hyperactivity Disorder (ADHD)	Social, Emotional and Mental Health (SEMH)	Cognition and Learning, Communication and Interaction
Combined ASD and ADHD (AuDHD)	May present across multiple areas of need	Communication and Interaction, SEMH, Cognition and Learning, and Sensory and/or Physical Needs

Pupils with Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD) may present with needs across more than one of the four broad areas of need identified in the SEND Code of Practice (2015). Whilst ASD is primarily associated with Communication and Interaction needs and ADHD is commonly associated with Social, Emotional and Mental Health needs, the school recognises that individual pupils may also experience difficulties relating to Cognition and Learning and/or Sensory and Physical Needs. Provision will therefore be based on the individual strengths, needs and barriers to learning of each pupil rather than on diagnosis alone.

Children with SEND may present with needs across more than one of the four broad areas of need and should not be viewed as fitting neatly into a single category.

5.2: How are pupils with SEND identified?

At ST MARY'S, BUCKNELL C of E Primary School, we recognise that some pupils may have SEND even when they are achieving at age-related expectations. This is because they may require provision that is ***additional to or different from*** that ordinarily available to access learning and participate fully in school life. For example, pupils with social, emotional and mental health (SEMH), physical, or sensory needs may require SEND provision despite attaining in line with their peers.

A ***diagnosis does not*** automatically mean that a pupil has SEND. Many pupils with diagnoses such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) or dyslexia have their needs successfully met through high-quality adaptive teaching and ordinarily available provision.

Conversely, some pupils may have SEND ***without a formal diagnosis*** if they experience significantly greater difficulty in learning than others of the same age or require provision that is additional to or different from that provided for their peers.

SEND identification at our school is therefore ***needs-led, rather than diagnosis-led.***

How We Identify SEND

Identification of SEND is based on a range of evidence, which may include:

- Information from nurseries, pre-schools and previous schools.
- Discussions with parents/carers.
- Concerns raised by teachers or other school staff.
- Transition and induction information.
- Ongoing assessment and progress data.
- Attainment significantly below age-related expectations over time.
- A widening attainment gap compared with peers.
- Progress that is slower than expected from the pupil's starting point.
- Observations across a range of settings and activities.
- Advice, assessments or diagnoses from external professionals.

No single factor will determine whether a pupil is identified as having SEND. Decisions are made through a graduated approach, taking account of the pupil's individual needs, strengths and barriers to learning, in partnership with parents/carers and, where appropriate, external agencies.

5.3: What happens once a potential need has been identified?

The Graduated Approach

Where a potential Special Educational Need or Disability (SEND) has been identified, the school follows the **Assess, Plan, Do, Review cycle**, commonly referred to as the **graduated approach**. This process enables support to be carefully planned, implemented and reviewed to ensure that provision remains effective and responsive to the pupil's needs.

Assess

The class teacher, working in collaboration with the SENDCo and, where appropriate, other professionals, will gather and analyse information to develop a clear understanding of the pupil's strengths, needs and barriers to learning. This assessment may draw upon progress data, observations, discussions with parents/carers, pupil voice and advice from external agencies.

Plan

Where SEND Support is required, a **Child-Centred Plan (CCP)** will be developed. The CCP is reviewed and updated termly and outlines:

The pupil's strengths and areas of need.
The views of the child, parents/carers and school staff.
Specific, measurable outcomes and targets.
Any reasonable adjustments required.
Targeted interventions and support, including frequency and staffing arrangements.

Parents/carers will receive a copy of the plan and will be invited to discuss the proposed provision with the class teacher and/or SENDCo.

Do

The agreed provision is implemented by the class teacher, supported by the SENDCo where appropriate. The class teacher remains responsible for the pupil's learning and progress on a day-to-day basis, including where interventions are delivered by additional staff.

Review

Progress towards the agreed outcomes is reviewed at least termly. The impact and effectiveness of support are evaluated using assessment information, staff observations, parental feedback and pupil voice. This review informs the next steps, including whether:

A new Child-Centred Plan is required.

Provision should be amended.
The pupil should remain on SEND Support.
The pupil's needs can be met through ordinarily available provision without SEND Support.

Some pupils may require short-term or targeted support but may not meet the criteria for SEND. In these cases, the pupil may be placed on the school's '**Close Monitoring List.'**

These pupils may access additional interventions or support, which are recorded on the class Provision Map. Provision Maps are reviewed termly and identify:

The intervention or support being provided.
The intended outcome.
The frequency and duration of the support.
The staff responsible for delivery.
Measures used to evaluate impact.

The progress of pupils on the Close Monitoring List is regularly reviewed to ensure that support remains appropriate and that any emerging SEND needs are identified promptly.

5:4 What does the curriculum look like for a child with SEND?

At ST MARY'S, BUCKNELL C of E Primary School, we are committed to ensuring that all pupils, including those with SEND, can access a broad, balanced and ambitious curriculum. We recognise that children learn in different ways and may require varying levels of support to achieve their full potential.

High-quality adaptive teaching is the foundation of our provision for all pupils and is the first response to meeting additional needs in the classroom. This includes:

- High expectations for all pupils.

- Flexible grouping arrangements.
- Explicit teaching and clear modelling.
- Use of metacognitive approaches to develop pupils' understanding of how they learn.
- Scaffolding to break learning into manageable steps.
- The use of visual supports
- Building upon prior learning and existing knowledge.
- Appropriate adaptations to teaching, resources and the learning environment.

We recognise that pupils with SEND may experience difficulties in some areas whilst demonstrating significant strengths in others. We are committed to identifying, valuing and celebrating achievement across the full curriculum.

To support progression, our curriculum is carefully sequenced so that new learning builds upon previously taught knowledge and skills. Staff use curriculum progression maps and assessment information to identify the most appropriate learning next steps for each pupil, ensuring that all children can make progress from their individual starting points.

Recording and Demonstrating Learning

We encourage independence and autonomy for all pupils. However, we recognise that recording learning can be a barrier for some children with SEND. Where appropriate, reasonable adjustments are made to enable pupils to demonstrate their understanding without unnecessary difficulty.

Methods of recording may include:

Use of assistive technology.
Adult scribing.
Alternative recording formats such as photographs, diagrams, verbal responses or practical demonstrations.
Adapted worksheets and recording templates.

Teachers carefully consider the intended learning objective and ensure that recording requirements do not present an unnecessary barrier to pupils demonstrating their knowledge, skills and understanding. This allows assessment to accurately reflect what a pupil knows and can do, rather than being limited by difficulties with recording.

5:5 How will the teaching be adapted for my child with SEND?

At **ST MARY'S, BUCKNELL C of E Primary School**, all pupils access the same broad and ambitious curriculum. We recognise, however, that children learn at different rates and may require varying levels of support and adaptation to achieve success. Our approach focuses on **high-quality adaptive teaching**, enabling pupils with SEND to access learning alongside their peers while maintaining high expectations for all.

Teaching is adapted responsively to meet individual needs and may include:

- Breaking learning down into smaller, manageable steps.
- Providing additional modelling, repetition and opportunities for practice.
- Using clear, concise language and reducing unnecessary verbal information.
- Adapting questioning to support understanding while maintaining appropriate challenge.
- Providing varying levels of adult support, including targeted teacher and teaching assistant input.
- Using visual supports, concrete resources and assistive technology where appropriate.
- Offering timely intervention within lessons to address misconceptions and remove barriers to learning.
- Providing structured scaffolding that supports participation whilst promoting increasing independence.

Examples of adaptive teaching strategies may include:

- Checking and reinforcing understanding following whole-class teaching.
- Repeating or rephrasing key information and instructions.
- Using adapted resources, equipment or visual prompts to enhance access to learning.
- Supporting pupils to organise and structure their thinking before completing tasks.
- Delivering focused support during lessons to clarify concepts and prevent misconceptions from becoming embedded.
- Providing guided practice before pupils work independently.

We recognise the distinction between **adaptive teaching** and traditional differentiation approaches that create separate learning expectations for different

groups of pupils. Our aim is to ensure that **all pupils engage with the same curriculum content wherever possible**, while receiving the necessary to access and succeed in learning.

For a small number of pupils with more complex needs, including some pupils with an **Education, Health and Care Plan (EHCP)**, individualised provision and carefully planned curriculum adaptations may be required. These adjustments are considered on a case-by-case basis and are informed by the pupil's identified needs, outcomes and professional advice.

5:6 What are the different types of support available for children with SEND at ST MARY'S, BUCKNELL C of E Primary School?

At ST MARY'S, BUCKNELL C of E Primary School**, high-quality adaptive teaching** is the foundation of support for all pupils. Where a pupil requires additional provision to address specific barriers to learning, targeted interventions may be implemented alongside classroom teaching. These interventions are carefully matched to identified needs, delivered for a specified period of time and regularly reviewed to evaluate their impact.

Targeted support may be delivered individually or in small groups by teachers, teaching assistants or specialist practitioners. Interventions are planned around specific outcomes and form part of the graduated approach to SEND Support.

Communication and Interaction

Support may include:

- Speech and language programmes, such as Talk Boost.
- Language development approaches, including Colourful Semantics.
- Programmes and strategies recommended by Speech and Language Therapists.
- Social communication interventions, such as social stories, comic strip conversations and structured social skills work.
- Attention, listening and interaction programmes, including barrier games and bucket activities.

Cognition and Learning

Support may include:

- Phonics interventions and catch-up programmes.
- Reading fluency, inference and comprehension programmes.
- Spelling interventions.
- Sentence construction and language development programmes.
- Precision Teaching and targeted mathematics interventions.
- Small-group or individual support to develop key literacy and numeracy skills.

Social, Emotional and Mental Health (SEMH)

Support may include:

- Self-regulation programmes, such as Zones of Regulation.
- Emotional Literacy Support delivered by trained staff.
- Individual or small-group work focusing on emotional wellbeing, resilience, relationships and self-esteem.
- Strategies to support attention, engagement and emotional regulation.

Sensory and/or Physical Needs

Support may include:

- Advice and programmes provided by Occupational Therapy services.
- Fine and gross motor skill development activities.
- Sensory regulation strategies and environmental adaptations.
- Specialist equipment, resources or access arrangements where appropriate.

Monitoring the Impact of Interventions

All interventions are planned with clear outcomes and success measures. Progress is monitored regularly and reviewed as part of the school's graduated approach to ensure that support remains effective and responsive to individual needs.

Where evidence indicates that a pupil is not making expected progress despite appropriate support, the school may seek advice from external professionals to gain a more detailed understanding of the pupil's needs and to inform future provision.

Involvement of Specialist Services

Where appropriate, and with parental consent, the school may request support from specialist services, such as:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Learning Support Advisory Teachers – Marches Outreach
- Neurodiversity Outreach Services – Shropshire Educational Psychology Services
- Health and medical professionals

Specialist professionals may observe the pupil, undertake assessments and provide recommendations for home and school. Any reports received will be shared with parents/carers and discussed as part of ongoing provision planning.

Enhanced Support Through Graduated Support Plans (GSPs)

For some pupils with urgent and more significant needs, the provision required may exceed the resources available through the school's delegated SEND funding. In these circumstances, the school may apply for additional funding through the Local Authority's Graduated Support process.

Where funding is agreed, a Graduated Support Plan (GSP) will outline:

- The pupil's identified needs.

- The provision and support to be implemented.
- Expected outcomes and review arrangements.
- The cost of provision and associated funding.

GSPs are reviewed regularly with parents/carers and involved professionals to ensure that support remains appropriate and effective.



Higher Needs Provision for Children who reside in England:
Education, Health and Care Plans (EHCPs)

For a small number of pupils whose needs are severe, complex and long-term, support through SEND Support and Graduated Support may not be sufficient. In these cases, a request may be made to the Local Authority for an:

Education, Health and Care Needs Assessment (EHCNA).

This assessment considers evidence from:

- Parents/carers.
- School staff.
- The pupil, where appropriate.
- Health, education and social care professionals.

Following the assessment, the Local Authority will decide whether an Education, Health and Care Plan (EHCP) is necessary.

An EHCP is a legal document that:

- Identifies the child's special educational needs.
- Specifies the provision required to meet those needs.
- Identifies the outcomes being sought.
- Details any additional resources or funding required.

EHCPs are reviewed at least annually in partnership with parents/carers, the pupil and involved professionals to ensure that provision continues to meet the child's needs and supports progress towards agreed outcomes.



Higher Needs Provision for Children who reside in Wales:
Individual Development Plans (IDPs)

The Additional Learning Needs (ALN) system in Wales supports children and young people aged 0-25 who have learning difficulties or disabilities that require Additional Learning Provision (ALP) beyond that ordinarily available to their peers. The ALN system replaced the previous Special Educational Needs (SEN) framework and is governed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

What is an Individual Development Plan (IDP)?

An Individual Development Plan (IDP) is a legal document that describes:

- A child or young person's Additional Learning Needs (ALN).
- The additional learning provision required to meet those needs.
- The outcomes the child or young person is working towards.
- The support and strategies that must be provided.

The IDP is person-centred and is developed with the involvement of the child, parents/carers, educational professionals and any relevant health or support services.

The local authority (Powys) will decide whether the child has 'Additional Learning Needs' (ALN) and if this decision is made, an Individual Development Plan (IDP) will be written. The process is outlined below:

1. Notification and Evidence Gathering:

The school contacts the LA indicating why they consider a child has ALN and provides robust evidence to support this opinion. This is likely to include at least

two cycles of assess, plan, do, review in the form of child centred plans, reports from external assessments.

2. Professional Advice:
An educational psychologist may be consulted, particularly for early years children.

4. Meeting (Optional):
The LA may offer an initial meeting with the child and parent/carer and school SENDCo to discuss the process.

5. Decision and Notification:
After gathering information, the LA will make a decision and notify the parent/carer and school of the decision and the reasons for it. This decision must be made within 12 weeks of referral.

5: What support do we have for you as a parent of a child with SEND?

At ST MARY'S, BUCKNELL C of E Primary School, we believe that effective partnerships between home and school are essential in achieving the best outcomes for pupils with SEND. We are committed to working closely with parents and carers, recognising that they know their child best and play a vital role in supporting their child's development and learning.

We support and involve parents and carers in a variety of ways, including:

- Maintaining regular communication through informal conversations, telephone calls, emails and planned meetings.
- Contacting parents/carers promptly where concerns regarding a child's learning, progress or wellbeing are identified.
- Involving parents/carers in discussions about assessment, provision and next steps for their child.
- Holding termly review meetings for pupils receiving SEND Support to discuss progress, outcomes and future provision.

- Seeking and recording parental views through Child-Centred Plans (CCPs) and review meetings, ensuring that parent and carer contributions inform decision-making.
- Working collaboratively with families to agree strategies that can be used consistently at home and in school.
- Providing opportunities for parents/carers to meet with external professionals involved in supporting their child and to discuss assessment outcomes and recommendations.
- Offering advice, guidance and signposting to additional support services and agencies where appropriate.

The SENDCo, Mrs S. A. Jones, is available to meet with parents/carers to discuss any concerns, review progress and provide advice regarding SEND provision and support. Appointments can be made directly by emailing her: sendco@bhf.shropshire.sch.uk

All parents are invited to attend parents' consultation meetings during the academic year where they can meet with their child's class teacher and the SENDCo. All children will receive an annual written report on their child's progress. Where additional discussion is required, further meetings can be arranged with the class teacher and/or SENDCo.

Parents and carers of pupils with an Education, Health and Care Plan (EHCP) or Individual Development Plan (IDP) are invited to attend annual review meetings and are actively involved in the review process. Their views, along with those of the child and other professionals, contribute to decisions about future provision, outcomes and support.

We value open, honest and collaborative communication and strive to ensure that parents and carers feel informed, listened to and fully involved in their child's educational journey.

5:7 How we consult with children with SEN/D?

At ST MARY'S, BUCKNELL C of E Primary School, we value the views of all pupils and recognise their right to be involved in decisions about their education and support. Pupil voice is an integral part of our graduated approach and helps to ensure that provision is tailored to individual strengths, needs and aspirations.

We involve pupils with SEND by:

- Seeking and recording their views, wishes and aspirations through the Pupil Voice section of their Child-Centred Plan (CCP).
- Involving them in setting and reviewing targets and discussing the support that helps them to learn.
- Encouraging them to reflect on their progress, achievements and next steps.
- Discussing preferred learning strategies and approaches.
- Ensuring their views are considered during reviews and assessments, including those carried out by external professionals.
- Providing opportunities to contribute to wider school life, including participation in the School Council and other pupil leadership opportunities.

We adapt our approaches where necessary to ensure that all pupils, regardless of need or communication style, can participate meaningfully in decisions that affect them.

5:8 How do we support our pupils at times of transition?

At ST MARY'S, BUCKNELL C of E Primary School, we recognise that transitions can be challenging for some pupils with SEND. We work closely with pupils, families, staff and other settings to ensure that transitions are carefully planned and tailored to individual needs.

Starting School

- Liaison with nursery and pre-school settings.
- Information-sharing meetings between settings and school staff.

- Planned induction visits for pupils and parents/carers.
- Additional transition arrangements where required.

Moving Between Classes

- Opportunities to meet new teachers and visit new classrooms.
- Additional transition visits where appropriate.
- Effective handover of SEND information, provision and support strategies between staff.

Moving to a New School

Liaison with the receiving school's SENDCo and staff.
Prompt and secure transfer of SEND records and relevant information.

Transfer to Secondary School

- Close liaison with receiving secondary schools and SENDCos.
- Sharing of relevant information and records.
- Transition visits and additional visits where required.
- Attendance of secondary staff at review meetings where appropriate.

Additional transition support may include transition booklets, visual supports, social stories and enhanced communication with families to ensure a successful move between settings.

5:9 How do we adapt our learning environment to include pupils with SEND?

At ST MARY'S, BUCKNELL C of E Primary School, we make reasonable adjustments to ensure that pupils with SEND can access learning and participate fully in school life. This includes:

- Maintaining an accessible environment, including disabled access and appropriate facilities.
- Providing quiet and supportive spaces for pupils who require time for regulation, reflection or individual support.
- Adapting classrooms, resources and equipment to meet individual needs.

- Providing specialist resources and assistive equipment where appropriate.
- Deploying staff effectively to support access to learning and promote independence.
- Seeking advice from external professionals where required to inform provision and environmental adaptations.

We regularly review our learning environment to ensure it remains inclusive, supportive and responsive to pupils' needs.

5:10 How do we assess and evaluate the effectiveness of our SEND provision? How do we involve parents, carers, and pupils in this process?

At ST MARY'S, BUCKNELL C of E Primary School, we regularly monitor and evaluate the effectiveness of our SEND provision to ensure that pupils achieve positive outcomes and receive appropriate support.

This is achieved through:

- Monitoring pupil progress, attainment and outcomes.
- Reviewing Child-Centred Plans (CCPs), interventions and provision.
- Analysis of SEND assessment and progress data.
- Learning walks, classroom observations and provision reviews.
- Feedback from pupils, parents/carers, staff and external professionals.
- Annual reviews of Education, Health and Care Plans (EHCPs).

The SENDCo, senior leaders and governors work together to evaluate SEND provision and identify priorities for improvement. SEND is a key part of the school's self-evaluation and school improvement processes, helping to inform decisions about provision, staffing, training and resources.

5:11 How we ensure access to our facilities for all of our pupils

The building is accessible to children with physical disabilities.

- See accessibility plan.

We purchase equipment to support all children in the school. Equipment used regularly may be stored in classrooms and there are central areas of storage for more specialised resources

5:12 What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

At ST MARY'S, BUCKNELL C of E Primary School, we are committed to ensuring that pupils with SEND have equal access to the full range of opportunities available within school. We strive to remove barriers to participation and promote inclusion in all aspects of school life.

We offer a wide range of extra-curricular activities, educational visits and residential experiences. Reasonable adjustments and appropriate support will be provided, where required, to enable pupils with SEND to participate alongside their peers and benefit from these opportunities.

Participation in wider school life supports pupils' personal development, confidence, wellbeing and sense of belonging within the school community.

5:13 What training do our teachers and other staff have to enable them to support SEND pupils effectively?

At ST MARY'S, BUCKNELL C of E Primary School, we are committed to ensuring that all staff have the knowledge and skills required to meet the needs of pupils with SEND.

- All teaching and support staff receive regular and up-to-date training to support pupils with SEND, including training relating to neurodiversity, such as Autism, ADHD and associated learning differences. This is an ongoing area of professional development.

- The SENDCo and teaching staff participate in additional training linked to identified needs within school and the priorities outlined in the School Improvement Plan.

- The SENDCo attends relevant SEND training and ensures that key information, guidance and best practice are shared with staff.
- SEND is a standing item within staff training and professional development programmes, with regular updates provided throughout the year.

- All new teaching and support staff receive SEND information and training as part of the school's induction process.

- The SENDCo delivers regular training and support to teachers and teaching assistants on current SEND priorities and effective classroom practice.

- Staff receive safeguarding and child protection training in line with statutory requirements.

- External professionals and specialist services provide training, advice and modelling to support staff in meeting the needs of individual pupils.

- Staff may attend additional specialist training where this is required to support specific pupils or identified areas of need.

We are committed to developing a knowledgeable and confident workforce that can effectively support all pupils to thrive academically, socially and emotionally.

5:14 Who are the other people providing services to children with SEND in our school?

Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We work on a regular basis with the following:

Directly funded by the school:

- Marches Outreach LSAT – Cognition and Learning
- Marches Outreach LSAT – Neurodiversity
- Marches Outreach LSAT – Anxiety Screener
- Dyslexia Screening – Sally-Anne Jones (SENDCo)
- Educational Psychology Team including Neurodiversity Practioner

Externally provided and paid for by the Local Authority/Health Service:

- Community Speech and Language Team (Shropshire, Powys and Herefordshire)
- SLICC -The Specific Speech and Language Impaired Children's (SSLIC) Team
- Sensory Inclusion Services (Shropshire, Powys and Herefordshire)
- Occupational Therapy Services
- CAMHS, Shropshire, Telford and Wrekin
- Powys Teaching Health Board Neurodevelopmental Service
- Outshine – for children at risk of developing Emotional Based School Avoidance/Anxiety and/or at risk of suspension/permanent exclusion
- Education Welfare Officer
- School Nurse Services.
- Physiotherapy Services.

5:15 How we support the emotional and social development of our pupils with Special Educational Needs

At ST MARY'S, BUCKNELL C of E Primary School, we promote a strong nurturing ethos and place great importance on supporting the emotional wellbeing and mental health of all pupils. We recognise that positive mental health is fundamental to children's learning, development and overall wellbeing.

All pupils have access to trusted adults within school and are encouraged to share any worries or concerns they may have. Staff work closely with pupils and families to identify emerging needs at an early stage and provide appropriate support.

Concerns relating to a pupil's emotional wellbeing or mental health must be reported to either:

- The Head Teacher
- The Deputy Head Teacher
- The SENDCo

The school will then assess the level of need and determine the most appropriate support or intervention.

Support may include:

- Pastoral support from trusted adults within school.
- Targeted emotional wellbeing interventions.
- Support from trained staff, including Emotional Literacy Support where appropriate.
- Collaboration with parents/carers to implement consistent strategies.
- Referral to external services and specialist professionals where required.

Our aim is to identify needs early and provide timely support, helping to prevent difficulties from escalating and ensuring that pupils receive the right support at the right time.

6: Links with other policies

This policy should be read in conjunction with:

• Anti- Bullying Policy
• Behaviour Policy

7: If you have any questions, concerns or complaints or compliments about our provision for SEN pupils

Please contact the school if you wish to talk to or make an appointment with:

Mrs Kathryn Jones Acting Executive Headteacher from 1st September-31st December 2027 head@bhf.shropshire.sch.uk
Mr Chris McKeon Executive Headteacher from 1st January 2027 – head@bhf.shropshire.sch.uk

Mrs S. A Jones SENDCo – sendco@bhf.shropshire.sch.uk

Information about our complaint's procedure can be found on the website by using the search function.

Helping Your Child Thrive: Communication Flowchart

At the heart of our three schools is a shared commitment to the wellbeing, happiness and success of every child. We recognise that parents and carers know their children best, and we value the important role that you play in working alongside us.

If you have any questions, concerns or worries about your child, please be assured that all school staff are here to listen and help. This communication flowchart has been designed to support you in directing your concern to the most appropriate member of staff from the outset, helping us to respond effectively and efficiently.

Every concern will be treated with care, sensitivity and confidentiality, and will be responded to in a timely and appropriate manner. Our staff are trained to triage concerns effectively, ensuring that they are directed to the most appropriate member of the school team so that the right support can be provided.

Together, we can ensure that every child feels safe, supported and able to thrive.

👩‍🏫 STEP 1: TALK TO THE CLASS TEACHER

Your first point of contact for:

📚 Learning & Progress

🎯 Classroom Support & Differentiation

😊 Behaviour, Emotions & Attention

❓ Questions About Current Support

The teacher will begin the APDR process:

🔍 Assess → 📝 Plan → 🎯 Do → 🔁 Review

⬇

❓ IS MORE SUPPORT NEEDED?

✅ NO

🟢 Continue with classroom support and regular monitoring.

YES

⬇

👩‍💼 SENDCo INVOLVEMENT

The SENDCo becomes involved when:

📈 Progress remains limited despite support

📋 APDR reviews show additional intervention is needed

📑 EHCP assessment or review processes are required

💙 Significant wellbeing concerns arise

SENDCo involvement is usually planned and scheduled rather than immediate.

🚦 HOW SENDCo REQUESTS ARE PRIORITISED

🔴 PRIORITY 1: IMMEDIATE

⚠️ Safeguarding concerns

💔 Significant emotional distress

🚪 Risk of exclusion

📑 Statutory EHCP deadlines

📉 Sudden and significant regression

➡ These are dealt with urgently.

🟠 PRIORITY 2: SCHEDULED

📋 SEND Support Plan Reviews

🔄 APDR Review Meetings

🗓️ Annual Reviews

📈 Evidence-based concerns requiring escalation

➞ Meetings and actions are planned and arranged.

🟢 PRIORITY 3: ROUTINE

✅ Progress monitoring

🎯 Differentiation questions

💬 General updates and reassurance

➞ Usually managed through the class teacher.

⏰ RESPONSE TIMES

📨 SENDCo Availability

🗓️ Tuesday, Wednesday & Thursday

✅ Emails are normally responded to within 2-3 working days

⚠️ Messages sent outside working days will be answered when the SENDCo is next in school.

🚨 Immediate responses can only be guaranteed for Priority 1 concerns.

**Safeguarding Concern? ➞ Contact the Executive Head Teacher immediately. **

🤝 WORKING TOGETHER

Please ensure communication is:

✅ Respectful

✅ Constructive

✅ Focused on your child's needs

🗓️ Meetings are arranged where there is a clear purpose and shared evidence.

📝 Agreed actions will be shared following meetings.

💔 OUR COMMITMENT TO EVERY CHILD

🟦 Every child is treated fairly

🟩 Support is sustainable

🟧 No child is overlooked

🟪 We work in partnership with parents and carers