Banister Primary School
Special Educational Needs and Disability (SEND) Policy

2026/ 2027

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Responsibility for SEND at Banister Primary School

SENCO: Mr David Anthony

Additional SEND Team: Miss Vincent, Mrs Price, Mrs Holland

SEND Governor: Peter Davison

SEN Officer: Open

At Banister Primary School we are committed to ensuring that every child is known, valued, included and enabled to achieve their very best.

We believe that all children, regardless of need, background or starting point, are entitled to a high-quality education that enables them to thrive academically, socially, emotionally and physically. We are ambitious for all children and maintain exceptionally high expectations for those with Special Educational Needs and Disabilities (SEND).

Our vision is to create an inclusive school community where barriers to learning are identified early, removed effectively and where children develop the skills, confidence, independence and resilience needed to succeed in education and later life.

We are committed to providing a broad, balanced and ambitious curriculum, supported through adaptive teaching, evidence-informed practice and personalised provision. Where children require additional support, this will build upon, and never replace, high-quality classroom teaching.

The school recognises and celebrates neurodiversity and adopts a strengths-based approach that values differences in how children learn, communicate, interact and experience the world.

We believe successful inclusion is achieved through strong partnerships between children, families, school staff, governors and external agencies. Children and families are central to decision-making and contribute meaningfully to planning, reviewing and evaluating provision.

At Banister Primary School we believe that:

- All children deserve quality first teaching to ensure high levels of achievement.
- All children are entitled to high quality education through a broad, balanced and creative curriculum that meets each individuals' needs.
- All children, regardless of their ability or behaviour, should be provided with equal opportunities in an inclusive environment where everyone can feel valued.
- All children should be encouraged to become independent learners.

- All children need to develop into life-long learners who are excited and engaged by school.

Aims:

At Banister Primary school we aim to:

- Identify, at the earliest opportunity, children who require additional support across all areas of school life.
- Provide effective, evidence-informed and responsive support through a graduated approach of Assess, Plan, Do, Review.
- Remove barriers to learning, participation and achievement, enabling all children to access a broad, balanced and ambitious curriculum.
- Monitor the progress, attainment, attendance, wellbeing and wider development of all children to enable them to achieve their full potential.
- Promote confidence, resilience, independence and self-esteem through positive relationships, personalised support and measurable outcomes.
- Work in partnership with children, parents and carers, governors, external agencies and the local authority to secure the best possible outcomes.
- Provide appropriate advice, guidance and support to children, families and staff, engaging specialist services where necessary.
- Plan, implement, monitor and review SEND provision at least termly and more frequently where needs change or additional support is required.
- Set ambitious, personalised and measurable outcomes that support academic achievement, personal development and independence.
- Create a supportive, inclusive and nurturing environment in which every child feels safe, valued, respected and able to succeed.
- Maintain exceptionally high expectations for all children and do whatever it takes to enable every child, including those with SEND, to thrive, achieve and prepare successfully for the next stage of their education and life.
- Work side-by-side with teaching staff, supporting them with training and development so that they can deliver well adapted lessons with the needs of those pupils who have SEN and disabilities in mind.
- • Set exceptionally high expectations for all our pupils and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEN and disabilities.
- Teach, recognise and reinforce good behaviour.
- Organise our School so that every child knows, and is known well by, every adult in the School.
- Prioritise depth in English and mathematics, giving our pupils with SEN and disabilities the best chance of success.

- Make sure pupils have enough time both for core subjects and for extra-curricular activities.
- To work within the guidance provided by the SEND Code of Practice (2014). SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)
- To operate a "whole child, whole school" approach to the management and provision of support of special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN policy.

Objectives:

- Whole school approach
- Staff training
- SENCo leadership
- Compliance with SEND Code of Practice

Legislation and guidance:
See end of policy

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included in all aspects of school life.

In line with evidence-based guidance from the EEF, our school adopts the following five key principles to ensure high-quality provision for children with Special Educational Needs and Disabilities (SEND):

Inclusive Environment for All

• We are committed to creating a positive and supportive school culture where every child is valued.

• High expectations are set for all learners, and inclusive practices are embedded across the school.

1. **Holistic Understanding of Childrens' Needs**

• Staff build a comprehensive and ongoing understanding of each child's strengths, needs, and barriers to learning.

• We use a graduated approach (Assess, Plan, Do, Review) and actively involve children and their families in the process.

2. **Access to High-Quality Teaching**

• All children, including those with SEND, benefit from high-quality, adaptive teaching.

• Teachers use evidence-informed strategies to differentiate and scaffold learning appropriately.

3. **Targeted Interventions**
   • Where appropriate, children receive additional support through carefully selected small-group or one-to-one interventions.
   • These interventions are time-limited, monitored for impact, and designed to complement—not replace—classroom teaching.

4. **Effective Deployment of Support Staff**
   • Teaching Assistants and other adults are deployed strategically to support learning and promote independence.
   • They receive appropriate training and work collaboratively with teachers to ensure consistent and effective support. These principles underpin our approach to SEND and guide our continuous efforts to improve

Definitions

Special educational needs

A child has SEN if they have a learning difficulty or disability that requires 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 most others of the same age, or
- 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
- SEND reflects the school's inclusive ethos and encompasses both special educational needs and disabilities. SEN relates specifically to children and young people requiring special educational provision under the Children and Families Act 2014, while disability is covered by the Equality Act 2010.

Special educational provision

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.

Disability

Children are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Identifying Special Educational Needs

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time. (according to the Code of Practice)

Area of Need	Description
Communication and Interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, mental and Emotional health	These needs may reflect a wide range of underlying difficulties or disorders. Children may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.
Sensory and/ or physical needs	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment

	• A physical impairment These children may need ongoing additional support and equipment to access all the opportunities available to their peers.

Behaviour difficulties, slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being registered as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Other factors that may impact on progress and attainment such as Attendance and Punctuality, Health and Welfare, being a Looked After Child, being a child of Serviceman/ woman or being in receipt of a Child Premium Grant do not mean that a child has SEN and should not lead to a child being registered as having SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

The SEND Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN.

SENCO and the SEND team:

Within Banister, we are lucky to have a SEND team working together to meet the needs of all of our SEND children. David Anthony is our named SENCO.
Our SEND team can be contacted via SEN@Banisterschool.co.uk or by calling 02380 393313 to arrange an appointment to speak to them.



The SEND team



	ROLE	RESPONSIBILITY
 DAVID ANTHONY	SENDCO	Neurodiversity, Cognition and Learning, Sensory needs, training development and delivery for all staff
 TRACY PRICE	Assistant SENDCO	Speech and Language, Hearing impairments, Visually impairments, physical needs, training development and delivery for all staff,
 KATE VINCENT	Strategy and support	Triage and early identification, assessment, trauma, mental health, EBSA
 SARAH HOLLAND	Adaptive teaching and learning in class	Supporting with embedding strategies in teaching, adapting learning to meet needs in class through planning and delivery,

SEND Team Role:

• Lead annual SEND self-evaluation and improvement planning.
• Monitor the attainment, progress, attendance and inclusion of pupils with SEND, including those who are disadvantaged, EAL and vulnerable.
• Ensure provision is evidence-informed and evaluated for impact.
• Monitor the implementation of reasonable adjustments and inclusive practice across the school.
• Support staff in adopting a neurodiversity affirming approach.
Inform any parents that their child may have SEN and then liaise with them about the child's needs and any provision made
• Work with the Head Teacher to monitor the strategic development of the SEND policy and provision in the school
• Work with the SEND link governor and keep them updated on progress to the strategic development and priorities within SEND
• Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
• Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
• Advise on the graduated approach to providing SEN support and adapted teaching methods appropriate for individual children
• Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively

• Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
• Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
• When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
• Work with the head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
• Make sure the school keeps its records of all children with SEND up to date and accurate
• With the Head Teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
• With the Head Teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
• Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
• With the Head Teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEND link governor

The SEND link governor is Peter Davison - info@banisterschool.co.uk
The SEND link governor will:
• Help to raise awareness of SEND issues at local governing body meetings
• Monitor the quality and effectiveness of SEND provision within the school and update the local governing body on this
• Work with the Head and SEND team to monitor the strategic development of the SEND policy and provision in the school

The Head Teacher

The Head Teacher will:
• Work with the SEND team and SEND link governor to determine the strategic development of the SEND policy and provision within the school
• Work with the SEND team and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
• Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress
• Have responsibility for monitoring the school's notional SEND Budget and any additional funding allocated by the LA to support individual children
• Make sure that the SEND team has enough time to carry out their duties
• Have an overview of the needs of the current cohort of children on the SEND register

• With the SEND team, advise the Local Authority when a child needs an EHC needs assessment, or when an EHC plan needs an early review
• With the SEND team, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
• With the SEND team, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
• With the SEND team and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:
• Planning and providing high-quality teaching that is adapted to meet child needs through a graduated approach
• The progress and development of every child in their class
• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
• Working with the SEND team to review each child's progress and development, and decide on any changes to provision
• Ensuring they follow this SEND policy and the SEN information report
• Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the child and the school
- Listen to the parents' concerns and agree their aspirations for the child

Learning Support Assistants will:

- be aware of the school's SEND policy and the procedure for identifying, assessing and making provision for children with SEND
- use the school's procedure for giving feedback to teachers about children's progress
- work as part of a team with the SENCo and teachers supporting children's individual needs and ensuring inclusion of children with SEND within the class
- deliver interventions in class or across the school as appropriate, keeping a log of these on Edukey
- work towards learning plan targets as directed by the class teacher
- support the emotional and social needs of children within their class

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND

and the support provided. They will be invited to participate in discussions and decisions about this support.
They will be:
• Invited to meetings to review the provision that is in place for their child and
• Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
• Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
• Given an annual report on the child's progress
The school will take into account the views of the parent or carer in any decisions made about the child.

The child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.
This might involve the child:
• Explaining what their strengths and difficulties are
• Contributing to setting targets or outcomes
• Attending review meetings
• Giving feedback on the effectiveness of interventions.
Children and families will contribute to the creation, review and evaluation of outcomes, support plans and provision maps. Their views will be recorded and considered when making decisions about provision.

Identification of children with SEND and assessing their needs

Early identification of children's needs is the key to unlocking the potential of children who may have special educational needs. We adopt a graduated approach to ensure that children who do not develop age- appropriate knowledge and skills, or who fall behind their peers are identified as early as possible.
The attainment of all children is assessed upon entry to the school, either as part of the Early Years Foundation Framework and Early Years Baseline Assessment or through assessment against the national curriculum and standardised maths and reading tests in KS1 and KS2.

This is to:
- form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least three times per year to ensure that children who fall behind are identified as early as possible.

- identify children whose development is significantly behind that of their peers. Such children are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below.

Each intervention is reviewed frequently, based on progress against intervention-specific measures.

Children in year 1 are also assessed nationally for phonics so that those who are not meeting age related expectations may receive the necessary targeted or specialist input to help them catch up. Children in Year 4 are assessed nationally for their times tables knowledge. Additional targeted support is provided if necessary.

Where concerns about a child's learning or development arise because of our data analysis, we start the identification process by talking to the child and a parent / carer. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists.

In our attempts to understand the learning needs of children, we apply the four broad categories of need as set out in the SEN Code of Practice 0 – 25 (2014):
- **Communication and interaction needs** refer to those children who experience difficulty with speech, language and communication

- **Cognition and learning needs** refer to those children who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes children with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general

- **Social, emotional and mental health needs**, as manifested in different ways, such as children becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Children who have difficulty paying attention or forming attachments with adults and peers also fall into this category.

- **Sensory and / or physical needs** refer to those children who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are ordinarily available.

We will assess each child's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to make.
Class teachers will regularly assess the progress of all children and identify any whose progress:
• Is significantly slower than that of their peers starting from the same baseline
• Fails to match or better their previous rate of progress
• Fails to close the attainment gap between them and their peers
• Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a child is making slow progress, they will target the child's barrier to learning and aim to remove this with adaptations and high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special

educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialists.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Potential short-term and contextualised causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English.

When deciding whether the child needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is joining the school, and:
• Their previous setting has already identified that they have SEN
• They are known to external agencies
• They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the child starts at school, so support can be put in place as early as possible.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our Identification process:

1. Teachers will refer to SEND Team using the online SEND referral form.
2. SEND team will review and assess the data for the child, complete any assessments with parental agreement, review the curriculum in place and observe the child in class.
3. SEND team will then meet with the class teacher, check current provision and impact and discuss strengths and areas causing concern.
4. SEND team will then call / meet parent to discuss their findings and discuss strategies moving forward.
5. With parental agreement, if necessary, child will be added to the SEND register.
6. SEND team will meet again with Class teacher to create IEP and begin planning support.
7. Class teacher will meet with Parents during Parents Evening and update them on progress made towards targets set.
8. At the end of that term, SEND team will meet with and review the targets alongside the class teacher.

The SEND Team may decide that a child requires monitoring through a SEND Support Monitoring Plan before placement on the SEND Register.

Placement on the SEND Register will only occur where the child requires SEND provision that is additional to or different from that ordinarily available through high-quality teaching.

Consulting and involving children and parents

We provide support to parents / carers of children with SEN and/or disabilities through regular contact, information sharing and progress reports. Parents are included when referring children for specialist assessment and attend joint meetings in school with external professionals.

Specific support is provided at key transition points. At the end of reception the SENCo will talk to parents/carers about transition plans for starting KS1. Similarly at the end of Key Stage 2 the SENCo will provide support relating to secondary school options and transition.

The school will put the child and their parents at the heart of all decisions made about special educational provision.

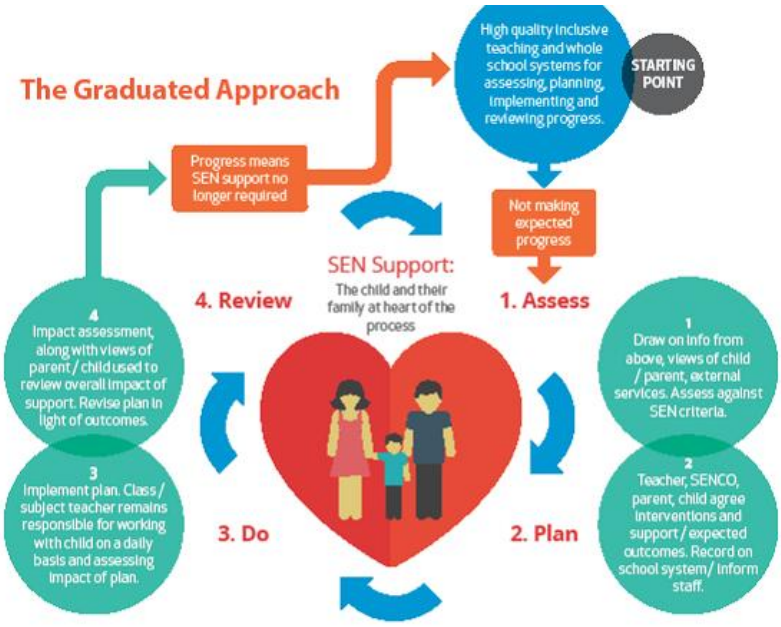
We will formally notify parents if it is decided that a child will receive special educational provision. They will be part of creating their targets and expressing their views on learning, this will then be shared with parents/carers.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents.
These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record and shared with parents.

A graduated Approach to SEN Support



The Code of Practice (2014, updated April 2020) outlines a graduated response to children's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the schools usual adapted curriculum and strategies.

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Quality First Teaching (QFT)

At Banister Primary School we adopt a quality first teaching (QFT) approach. Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching, adapted for individual children is the first step in responding to children who may have a special educational need. Additional support and intervention cannot compensate for a lack of QFT. The SLT regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through lesson observations, work scrutiny, child progress meetings and child conferencing. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and QFT.

Key characteristics of QFT:

- focused lesson design with SMART objectives
- high demands of child involvement and engagement with their learning
- high levels of interaction for all children
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups

- an expectation that children will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate children

Teachers, supported by the SLT, make regular assessments of progress for all children. The assessments seek to identify children making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be QFT targeted at children area of weakness. This can also include progress in areas other than attainment - for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a child is identified as having SEN, school should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what strategies support the child in making good progress and securing good outcomes. This is called the graduated approach.

Stage 1: Assess

If it is decided to provide a child with SEN support, the class teacher, with support from the SENCo, should carry out a clear analysis of the child's needs. This will draw upon teacher assessment, experience of the child, child's previous progress and attainment, the views and experiences of parents, the child's own views and, if relevant, advice from outside agencies.

Assessment will involve using available academic assessment and SEND specific assessments and screeners. The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. The impact of interventions will be closely monitored and will inform next steps in the provision of the child.

Stage 2: Plan

In consultation with the parents and the child, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with children on the SEND register will be made aware of the child's needs via Individual learning plans. This information will be managed using Provision Map Software and made accessible to staff. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Stage 3: Do

The class teacher remains responsible for the child's progress and for working with the child on a daily basis. If a child attends interventions, group or one-to-one away from the class teacher, they should still retain responsibility for the child. They should work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Stage 4: Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions.

This evaluation will be based on:

• The views of the parents and child

• The level of progress the child has made towards their outcomes

• The views of teaching staff who work with the child

The teacher and the SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents.

Where a child has an EHCP, the local authority, in co-operation with the school, must review the plan as a minimum every 12 months.

The success of the schools SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Senior Leadership Team
- analysis of child tracking data
- progress of children with SEND
- monitoring of practice and procedures by SEND Governor
- school self-evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff (formal and informal)

Levels of support:

School-based SEN provision

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the

child's needs cannot be adequately met with in school provision, staff will consider involving an external specialist as soon as possible.
The provision for these children is funded through the school's notional SEND budget. On the census these children will be marked with the code K.

Education, health and care (EHC) plan
Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan.
The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought. The provision for these children will be funded from the school's notional SEND budget, from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these children will be marked with the code E.

Evaluating the effectiveness of SEN provision
We evaluate the effectiveness of provision for children with SEN by:
• Conducting an annual SEND self-evaluation
• SENCo peer to peer reviews
• SEND health check
• Tracking children's progress, including by using Provision map
• Carrying out the review stage of the graduated approach in every cycle of SEN support
• Using child discussions
• Monitoring by the SENCO
• Holding annual reviews for children with EHC plans
• Getting feedback from the child and their parents

The school evaluates SEND provision through:
• progress and attainment data;
• attendance and exclusion data;
• pupil voice;
• parent voice;
• learning walks and book scrutiny;
• SEND provision audits;
• EHCP outcomes;
• annual SEND self-evaluation;
• governor monitoring visits.
Findings inform the SEND Development Plan and future priorities for improvement.

Expertise and training of staff
We make every effort to ensure that staff at Banister Primary School are suitably trained and that we have adequate resources available to meet the needs of all children, including those with SEN and/or disabilities.
Staffing and resources are funded through the school's notional SEND Budget - a sum of money the School receives to spend at our discretion for meeting the needs of children with SEND. We provide support and resources from this budget as required. Some children with an Education, Health and Care plan may receive additional funding (top up funding) to have

their needs met. This top up funding is used specifically for resources needed by that particular child and is reported on during the annual review meeting.
In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. In addition, we audit staff training needs in relation to special educational needs on an annual basis as to inform the continued professional development schedule for the academic year.
The SENCo regularly attends SENCo network meetings at both Local Authority and within the Trust of Schools in order to keep up to date with local and national updates in SEND

Links with external professional agencies
The school recognises that it won't be able to meet all the needs of every child. Whenever necessary the school will work with external support services such as:
• Speech and language therapists
• Specialist teachers or support services
• Educational psychologists
• Occupational / physiotherapists
• General practitioners or paediatricians
• School nurses
• Child and adolescent mental health services (CAMHS)
• The Neurodiversity team
• Education welfare officers
• Social services

Admission and accessibility arrangements
At Banister we work with the local authority to ensure that our oversubscription criteria does not unfairly disadvantage the prospects of children with SEND. As part of this children with an Education, Health and Care plan (EHCP) will go through a consultation process which is overseen by the local authority.
During this process the local authority provides the named school, as well as others in the local areas, with all reports relating to the child and asks for all consulted school to look at the needs of the child and explain if we feel that we can meet the needs set out in their plan.
When we are allocated a child with a known SEND need, we work with their current setting and parents to ensure a smooth transition for the child and that provisions are in place before they start.

Accessibility arrangements

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled children. Our accessibility plan can be viewed under policies on our school website.

Criteria for exiting the SEND register

A child may be removed from the SEND Register where evidence demonstrates that:

• targeted SEND provision is no longer required;

• outcomes have been achieved and sustained over time;

• progress is in line with, or exceeds, expected rates;

• barriers to learning have been effectively removed and can be met through ordinarily available provision.

Decisions will be made in partnership with parents, class teachers and the SEND Team and will be supported by assessment evidence.

Supporting children and Families

At Banister Primary School we believe that a close working relationship with parents is vital in order to ensure early identification of needs and for children to make progress in all areas of learning. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual child's needs. The class teacher or SENCO may also signpost parents of children with special educational needs to other services where specific advice, guidance and support may be required.

Please also see our school's Local Offer which is available on our website (https://www.banisterschool.co.uk/page/?title=Policies&pid=10) and the Southampton City Council Local offer can be found on the Southampton City Council Website or by following this link https://www.southampton.gov.uk/localoffer

Preparation to Adulthood

Preparation for adulthood begins in primary school through the development of independence, resilience, communication skills, self-advocacy and active participation within the school community.

Transition arrangements.

Transfer of all records will follow the statutory requirements highlighted in 'Assessment and Reporting Arrangements 2003 (ref: QCA/02/934) and the electronic common transfer file will be used where appropriate.

Receiving schools will also be sent learning plans and any other information about the support the child has been receiving.

Children on the SEND register who are transferring to secondary school will have their needs discussed by the class teacher/SENCO and head of year 7 or receiving school SENCO in the summer term as part of the KS2/KS3 liaison.

For Early Years action the reception class teacher/SENCO will liaise with the Early Years provider.

Supporting children at school with medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 http://www.legislation.gov.uk/ukpga/2010/15/schedule/10.

Some children may have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of practice (2014 updated April 2020) is followed.

The school has a policy for supporting children with medical conditions, this can be obtained from the Clerk of Governors.

Storing and managing information

Documents relating to children on the SEND register will be stored in locked cabinets in the Planning, Preparation and Assessment room or electronically on the school server. SEND records will be passed onto a child's next setting when he or she leaves the school. The school has a Confidentiality Policy which applies to all written child records.

Reviewing the policy

This policy will be reviewed by the SENCo, SLT and Governors annually.

Dealing with complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Our named person for all matters relating to special educational needs and disabilities is Mr David Anthony. He should be contacted if parents / carers have a concern.

If a parent wishes to make a formal complaint, guidance as to how this can be done is available on the school's website.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO.

We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO/head teacher in the first instance.

They will be handled in line with the school's complaints policy, found on the school website. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Legislation and guidance:

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (June, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care EHCP SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for children with SEND
- The School Admissions Code, which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs. This policy also complies with the Equality Act 2010: advice for schools DfE Feb 2014

- SEND Regulations (2014) Regulation 51 and Schedule 1 http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made
- Statutory Guidance on supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document Sept 2013
- Teachers Standards 2012
- Children and Families Act 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Linked Policies

- Accessibility plan
- Safeguarding Policy
- Behaviour policy
- Complaints policy
- Intimate care policy
- Attendance policy
- Data Protection policy
- Equality Plan
- Freedom of Information policy
- Supporting children with medical conditions policy

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