



Bentham Community Primary School

Special Educational Needs, Disability and Inclusive Education Policy

Date approved: September 2026

Review date: September 2027

Headteacher: Mr Richard Wright

SENCo: Mr Richard Wright

Deputy SENCo: Mrs Emma Chapman

Chair of Governors: Mr Chris Hawkins

SEND Governor: Mr Chris Hawkins

Purpose of this Policy

This policy sets out how Bentham Community Primary School ensures every child receives an inclusive education which enables them to achieve academically, socially and emotionally. It explains our statutory responsibilities alongside our wider commitment to creating a culture where every child belongs, participates and flourishes.

The policy should be read alongside the school's SEND Information Report, Accessibility Plan and Equality Objectives.

Our Vision

“A nurturing family, learning together”

At Bentham Community Primary School we believe that every child belongs, every child can achieve and every child deserves to flourish.

Our vision is built upon our shared values:

- Be Proud
- Be Yourself
- Be Together
- Be Friendly
- Be Strong
- Be Bentham

These values underpin every aspect of school life and shape the inclusive community we strive to create. We celebrate difference, recognise individual strengths and understand that diversity enriches our whole school community.

We are ambitious for every child. Regardless of starting point, need or background, we believe every pupil has the right to access a broad, balanced and ambitious curriculum, participate fully in school life and achieve their very best.

We recognise that inclusion is not simply about supporting pupils with identified Special Educational Needs and Disabilities (SEND). It is about creating a school where barriers to learning are identified early, removed wherever possible and where every child feels safe, valued, respected and successful.

Our Inclusive Principles

At Bentham Community Primary School we believe that:

- every child is unique and should be valued for who they are
- every child deserves high expectations and ambitious learning opportunities
- inclusion is everyone's responsibility
- high-quality teaching is the first and most important provision for all learners
- children with SEND should learn alongside their peers wherever possible
- adaptive teaching enables pupils to access learning without lowering expectations
- reasonable adjustments should remove barriers rather than reduce ambition
- pupils and families are partners in decision making
- independence, resilience and confidence should be developed alongside academic achievement
- every child should participate fully in school life, including educational visits, enrichment activities, clubs, performances and leadership opportunities
- effective inclusion benefits every member of our school community.

These principles guide all decisions made by governors, leaders, teachers and support staff and as such we believe that:

Every child belongs.

Every teacher is a teacher of SEND.

High-quality teaching is for everyone.

We remove barriers rather than lower expectations.

Inclusion is everyone's responsibility.

Families are partners.

We celebrate difference.

Ambition is universal.

Commitment to Inclusion

Inclusion is central to everything we do.

We recognise that children may experience barriers to learning for many different reasons. Some children will have identified Special Educational Needs or Disabilities, whilst others may experience temporary barriers associated with health, attendance, emotional wellbeing, family circumstances, disadvantage, English as an Additional Language (EAL), mobility or interrupted education.

Our responsibility is to understand these barriers and work collaboratively with pupils, families and external professionals to remove or minimise them.

We do not view SEND as a limitation. Instead, we recognise the strengths, talents and aspirations of every learner whilst providing the support necessary for success.

Every member of staff shares responsibility for ensuring children experience an inclusive education where they feel they belong, are challenged appropriately and are supported to thrive.

Equality and Belonging

Bentham Community Primary School is committed to equality of opportunity and complies fully with the Equality Act 2010.

We actively promote equality by:

- eliminating discrimination
- advancing equality of opportunity
- fostering positive relationships between different groups
- promoting respect for diversity
- ensuring reasonable adjustments are made wherever required
- creating an environment where every child feels welcomed and valued.

We believe that belonging is fundamental to successful learning.

Every child should:

- feel safe
- have trusted adults
- develop positive friendships
- contribute to school life
- have opportunities to succeed
- be recognised for their individual strengths.

Children with SEND are encouraged and supported to participate fully in every aspect of school life.

Disadvantage - We recognise that pupils may experience multiple and overlapping vulnerabilities, including SEND, disadvantage, attendance challenges, safeguarding concerns, mental health needs or English as an Additional Language. Our approach considers the whole child and seeks to remove barriers through joined-up, inclusive practice.

Attendance - We recognise that excellent attendance is a key component of inclusion. Where pupils with SEND experience barriers to attendance, these will be understood and addressed through supportive partnership with families whilst maintaining high expectations.

Legislative Framework

This policy has been written with reference to:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice: 0–25 years (2015)
- Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- Teachers' Standards
- Teaching Assistant Standards

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Equality Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Assessment Policy
- Intimate Care Policy
- SEN Information Report

Definition of SEND

A child or young person has Special Educational Needs if they have:

"A learning difficulty or disability which calls for special educational provision to be made for him or her."

A child has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is educational provision that is additional to or different from that made generally for children of the same age.

Not all pupils experiencing difficulty have SEND.

Some children may require short-term support because of:

- attendance issues
- medical needs
- bereavement
- emotional wellbeing
- family circumstances
- disadvantage
- mobility
- English as an Additional Language.

These pupils may require targeted support without meeting the statutory definition of SEND.

Aims of this Policy

This policy aims to ensure that every child receives an education which enables them to thrive academically, socially and emotionally.

Specifically we aim to:

- identify barriers to learning as early as possible
- ensure high-quality teaching meets the needs of all learners
- provide an ambitious curriculum for every child
- remove barriers to participation and achievement
- promote independence and resilience
- involve pupils and families in all decisions affecting them
- ensure children with SEND make strong progress from their individual starting points
- promote positive wellbeing and belonging
- support successful transitions throughout school and beyond
- work collaboratively with external agencies when required

- ensure statutory responsibilities are fully met
 - continually improve inclusive practice through professional development and self-evaluation.
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Objectives

To achieve these aims we will:

High Quality Teaching

- ensure Quality First Teaching forms the foundation of all SEND provision
- use adaptive teaching strategies which enable pupils to access ambitious learning
- provide appropriate scaffolding without reducing expectations
- monitor the impact of teaching on all groups of learners.

Early Identification

- identify needs promptly
- use a range of assessment information
- listen carefully to parents and pupils
- respond quickly where concerns arise.

Graduated Response

- follow the Assess–Plan–Do–Review cycle
- evaluate provision regularly
- adapt support according to need
- ensure interventions complement, rather than replace, excellent classroom teaching.

Partnership

- value parents as experts on their child
- involve pupils in planning and reviewing support
- communicate openly and honestly
- work collaboratively with external professionals.

Inclusive Practice

We will ensure pupils with SEND:

- access the full curriculum
 - participate in educational visits
 - attend clubs and enrichment activities
 - experience leadership opportunities
 - develop friendships
 - are prepared for the next stage of education.
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Quality First Teaching

The single most important factor in improving outcomes for pupils with SEND is consistently high-quality teaching.

Every teacher is responsible and accountable for the progress and development of every pupil in their class, including those accessing additional support.

Quality First Teaching at Bentham Community Primary School includes:

- ambitious learning for every pupil
- adaptive teaching based upon assessment
- clear explanations and modelling
- appropriate scaffolding
- effective questioning
- opportunities for overlearning and retrieval
- flexible grouping
- high expectations
- promoting independence
- reducing unnecessary cognitive load
- appropriate use of technology where beneficial
- careful deployment of teaching assistants.

Additional interventions and specialist support supplement high-quality teaching; they never replace it.

Teaching assistants are deployed to promote independence and learning rather than dependence.

The Bentham Inclusive Classroom

Every classroom should demonstrate our commitment to inclusion by:

- maintaining high expectations for every learner
- recognising individual strengths
- adapting teaching without reducing ambition
- promoting independence
- fostering respectful relationships
- creating calm, predictable learning environments
- encouraging participation
- celebrating success
- ensuring every child feels valued and included.

Inclusion is not something we do for a few children.

It is how we educate every child.

Identification, Assessment and Provision

Identifying Special Educational Needs and Disabilities

At Bentham Community Primary School we are committed to identifying pupils' needs at the earliest possible opportunity so that barriers to learning can be reduced and children can flourish. Identification is not a one-off event but an ongoing process which forms part of high-quality teaching, assessment and pastoral care.

We recognise that every child develops at their own rate and that not all pupils experiencing difficulty have Special Educational Needs or Disabilities (SEND). Equally, pupils who are attaining in line with age-related expectations may still have SEND and require additional support or reasonable adjustments to enable them to access learning successfully.

Concerns may arise through day-to-day classroom assessment, observations, discussions with parents or carers, information from previous settings, health professionals, external agencies or through the pupil themselves. Parents know their children best, and we value their views as an essential part of the identification process.

All staff share responsibility for identifying children who may require additional support.

Responding to Initial Concerns

Where concerns are identified regarding a pupil's learning, communication, physical development, emotional wellbeing, behaviour or social development, the class teacher will record these concerns using the school's agreed recording procedures.

The SENCo will be informed within two working days so that concerns can be considered alongside existing information and previous support.

Where concerns relate to safeguarding or child protection, staff will follow the school's Child Protection and Safeguarding Policy immediately.

At this stage, the pupil is **not automatically regarded as having SEND**. Many pupils respond positively to high-quality teaching and carefully planned classroom adaptations without requiring SEND Support.

Quality First Teaching

High-quality teaching is the foundation of our inclusive practice and is the first response to emerging need.

Every teacher is responsible and accountable for the progress and development of every pupil in their class, including those receiving additional support from teaching assistants or specialist staff.

Teachers continually adapt their teaching in response to pupils' individual needs through careful assessment, responsive planning and evidence-informed practice.

Quality First Teaching at Bentham Community Primary School includes:

- high expectations for every learner
- ambitious curriculum access for all pupils
- adaptive teaching based upon assessment
- effective modelling and explanation
- careful scaffolding without reducing challenge
- responsive questioning
- vocabulary development
- flexible grouping
- opportunities for overlearning and retrieval practice
- reducing unnecessary cognitive load
- promoting independence and resilience
- making reasonable adjustments where appropriate.

Additional interventions supplement high-quality classroom teaching; they do not replace it.

Teaching assistants work under the direction of the class teacher and are deployed to promote independence, confidence and successful participation in learning.

Deciding Whether a Pupil Has SEND

Following a period of carefully monitored Quality First Teaching and appropriate classroom adaptations, the class teacher and SENCo will consider whether the pupil requires SEND Support.

This decision will be informed by:

- teacher assessment
- progress over time
- parental views
- pupil voice
- observations

- previous support provided
- advice from external professionals where appropriate.

Parents will always be involved in discussions before a pupil is formally placed on the SEND Register.

Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These broad categories help schools plan provision but do not describe every child's individual profile.

Communication and Interaction

This includes pupils who experience difficulties with speech, language and communication, social communication and interaction, including those with Autism Spectrum Condition (ASC).

Cognition and Learning

This includes pupils who experience learning difficulties that require additional educational provision, including specific learning difficulties such as dyslexia, dyscalculia and developmental coordination difficulties where these impact learning.

Social, Emotional and Mental Health

Some pupils experience emotional or mental health difficulties that affect their ability to learn. We recognise that behaviour is often a form of communication and staff seek to understand the underlying causes of behaviour while maintaining consistent expectations and appropriate support.

Sensory and/or Physical Needs

This includes pupils with hearing impairment, visual impairment, physical disabilities, multisensory impairment or medical conditions requiring adaptations to enable full participation.

The Graduated Response

Where a pupil is identified as requiring SEND Support, Bentham Community Primary School follows the graduated approach described within the SEND Code of Practice.

The graduated response is based upon the cycle of:

Assess – Plan – Do – Review

This is a continuous process which ensures that support remains responsive to pupils' changing needs.

Assess

The class teacher, working alongside the SENCo where appropriate, gathers information about the pupil's strengths, needs, attainment, progress, attendance, wellbeing and wider circumstances. Parents and pupils are actively involved throughout this process.

Assessment may also include advice from specialist professionals where required.

Plan

Support is planned collaboratively with parents and, wherever possible, with the pupil.

The SEND Support Plan identifies:

- the child's strengths
- identified barriers to learning
- agreed outcomes
- classroom adaptations
- interventions where appropriate
- staff responsibilities
- review arrangements.

Support plans are reviewed at least termly.

Do

The agreed provision is implemented by the class teacher, supported where appropriate by teaching assistants or specialist staff.

The class teacher remains responsible for the pupil's learning, progress and day-to-day provision.

The SENCo provides advice, coaching, monitoring and professional guidance throughout this process.

Review

Provision is reviewed with parents and pupils at least termly.

The review considers:

- progress towards agreed outcomes
- the effectiveness of support
- pupil voice
- parental feedback

- next steps.

Support is amended where necessary to ensure provision continues to meet the pupil's needs.

Leadership, Governance, Monitoring and Accountability

Partnership with Parents and Carers

At Bentham Community Primary School we believe that parents and carers are the first educators of their children and are essential partners in securing positive outcomes.

We are committed to developing positive, open and respectful relationships with families based on trust and shared responsibility.

Parents and carers will be:

- listened to and treated as equal partners in decision making
- informed promptly if concerns arise regarding their child's progress or development
- fully involved in planning and reviewing SEND provision
- provided with clear information about support and expected outcomes
- encouraged to contribute their views throughout the graduated response
- signposted to SENDIASS, the Local Offer and other support services where appropriate.

Where differences of opinion arise, every effort will be made to resolve concerns collaboratively and in the best interests of the child.

Pupil Voice

Children and young people are central to decisions about their education.

We seek to understand pupils' views about:

- what helps them learn
- the support they find most effective
- any barriers they experience
- their aspirations and future goals
- their wellbeing and sense of belonging.

Pupils are encouraged to contribute to review meetings, target setting and discussions about their learning in ways appropriate to their age, understanding and communication needs.

Developing self-awareness, confidence and self-advocacy is an important outcome of our inclusive practice.

Inclusive Curriculum

Leaders regularly evaluate whether the curriculum enables pupils with SEND to learn, remember and apply the important knowledge intended for all pupils. Adaptations are made to improve access whilst maintaining ambition and ensuring that pupils experience a broad and balanced curriculum alongside their peers.

Working with External Agencies

Where additional expertise is required, the school works in partnership with a range of professionals to ensure pupils receive appropriate support.

These may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help
- Children's Social Care
- Autism and Communication Team
- Vision and Hearing Support Services
- North Yorkshire SEND Services
- Health professionals.

External agencies work alongside school staff to build capacity, develop staff expertise and improve outcomes for pupils.

Recommendations from external professionals are incorporated into classroom practice wherever appropriate and reviewed regularly.

Education, Health and Care Plans (EHCPs)

For some pupils, an Education, Health and Care Plan (EHCP) is necessary to meet their complex needs.

Where a pupil has an EHCP, the school will:

- ensure the provision specified within Section F is delivered
- maintain ambitious expectations for learning and achievement
- review progress regularly through the graduated response
- hold Annual Reviews within statutory timescales
- involve parents, pupils and professionals fully in the review process

- ensure careful planning for transition between educational phases.

Teachers remain responsible for the progress and achievement of pupils with EHCPs.

Transition

Successful transitions are essential to children's wellbeing and achievement.

Transition arrangements are carefully planned for:

- entry into Nursery or Reception
- movement between year groups
- transition between Key Stages
- transfer to secondary education
- pupils joining the school during the academic year
- pupils returning following prolonged absence.

Where appropriate, transition arrangements may include:

- additional visits
- visual supports
- meetings with parents
- information sharing with receiving schools
- transition booklets
- personalised transition plans.

The school works collaboratively with receiving settings to ensure continuity of provision.

Safeguarding

Bentham Community Primary School recognises that children with SEND can be more vulnerable to abuse, neglect and exploitation.

Additional barriers may include:

- communication difficulties
- increased dependence on adults
- social isolation
- assumptions that indicators of abuse relate to disability
- increased vulnerability to bullying or peer exploitation.

All staff receive safeguarding training which includes understanding the additional safeguarding needs of children with SEND.

Any safeguarding concern will be acted upon immediately in accordance with the school's Child Protection and Safeguarding Policy.

Safeguarding is everyone's responsibility.

Roles and Responsibilities

Governing Board

The Governing Board has strategic responsibility for ensuring that the school meets its statutory duties under the Children and Families Act 2014 and the Equality Act 2010.

Governors will:

- ensure the school fulfils its statutory duties relating to SEND
- promote an inclusive culture where every child can succeed
- ensure sufficient resources are available to meet identified needs
- monitor the effectiveness of SEND provision
- receive regular reports regarding outcomes for pupils with SEND
- ensure the SEND Information Report is reviewed annually
- monitor compliance with statutory guidance
- challenge leaders where outcomes for pupils with SEND are not improving.

The Governing Board recognises that SEND is a key component of school improvement and educational excellence.

Inclusion, Attendance, Behaviour and Wellbeing (SEN) Governor – Mr Hawkins

The SEND Governor acts as a strategic partner and critical friend to school leaders and their responsibility falls within the wider remit of **Inclusion, Attendance, Behaviour and Wellbeing**. The role provides strategic oversight of inclusion, attendance, behaviour and pupil wellbeing to ensure all pupils can succeed.

The SEND Governor will:

- meet regularly with the SENCo
- monitor implementation of this policy
- review outcomes for pupils with SEND
- monitor attendance, exclusions and behaviour for pupils with SEND
- consider the participation of pupils with SEND in the wider life of the school
- review the impact of SEND funding
- ensure pupils with SEND receive an ambitious curriculum
- monitor progress towards priorities identified within the School Development Plan
- seek the views of pupils, parents and staff regarding SEND provision
- report termly to the Governing Board.

The SEND Governor does not become involved in the operational management of individual pupils.

The Headteacher – Mr Wright

The Headteacher provides strategic leadership for inclusion across the school.

The Headteacher will:

- promote an inclusive culture and high expectations for every learner
 - ensure SEND remains central to school improvement
 - ensure sufficient staffing and resources are available
 - support the professional development of staff
 - monitor the quality of provision
 - ensure statutory responsibilities are fulfilled
 - work closely with governors and the SENCo to evaluate the impact of provision.
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The SENCo Team – Mr Wright and Mrs Chapman

The SENCo Team provides strategic leadership for SEND across the school and works closely with the Headteacher, governors and staff to ensure pupils receive high-quality provision.

The SENCo will:

- oversee the day-to-day operation of the SEND policy
- coordinate provision for pupils with SEND
- support teachers through coaching and professional guidance
- advise on Quality First Teaching and adaptive practice
- coordinate the graduated response
- liaise with parents and external agencies
- oversee statutory assessment processes where appropriate
- coordinate Annual Reviews
- monitor the quality and impact of SEND provision
- ensure accurate record keeping
- contribute to whole-school self-evaluation
- support staff professional development
- promote inclusive practice across the school.

The SENCo is a member of the Senior Leadership Team and plays a key role in strategic school improvement.

Class Teachers

Every teacher is a teacher of pupils with SEND.

Teachers are responsible and accountable for the progress and achievement of every pupil in their class.

Teachers will:

- deliver high-quality, adaptive teaching
 - maintain ambitious expectations for every learner
 - identify barriers to learning at the earliest opportunity
 - implement reasonable adjustments
 - write, implement and review SEND Support Plans
 - work collaboratively with parents and the SENCo
 - monitor the effectiveness of provision
 - contribute to reviews and statutory processes
 - ensure pupils with SEND access the full curriculum
 - promote independence and confidence.
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Teaching Assistants and Support Staff

Support staff play an important role in promoting inclusion and independence.

Teaching assistants work under the direction of the class teacher and contribute to high-quality provision by:

- supporting learning within the classroom
 - promoting independence rather than dependence
 - delivering agreed interventions
 - providing feedback to teachers
 - contributing to assessment
 - maintaining high expectations
 - supporting pupils' emotional wellbeing
 - participating in professional development
 - maintaining confidentiality at all times.
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Monitoring and Quality Assurance

The effectiveness of SEND provision is monitored throughout the academic year.

Monitoring activities include:

- lesson visits
- learning walks
- book scrutiny
- pupil voice
- parent feedback
- attendance analysis
- behaviour and exclusion monitoring

- progress and attainment analysis
- provision mapping
- review of SEND Support Plans
- monitoring of interventions
- staff voice
- governor visits.

Findings inform school improvement priorities and professional development.

Evaluating Impact

The school regularly evaluates the effectiveness of its SEND provision by considering:

- progress from individual starting points
- attendance
- participation in school life
- behaviour and wellbeing
- attainment
- parental confidence
- pupil views
- successful transitions
- staff confidence and expertise
- outcomes of external reviews.

Success is measured not simply by academic attainment but by ensuring pupils are safe, happy, included, confident and prepared for the next stage of their education.

Professional Development

Developing staff expertise is essential to effective inclusion.

All staff receive regular professional development relating to:

- Quality First Teaching
- adaptive teaching
- SEND legislation
- safeguarding
- specific areas of need
- behaviour and emotional regulation
- communication and interaction
- assistive technology where appropriate.

Professional development priorities are informed by school self-evaluation, pupil need and current educational research.

Policy Review

This policy will be reviewed annually by the Governing Board or sooner if there are significant changes to legislation, statutory guidance or school practice.

The review process will consider:

- changes in legislation
- national guidance
- school self-evaluation
- governor monitoring
- pupil outcomes
- parent and pupil feedback
- staff consultation.