



Special Educational Needs and Disabilities (SEND) Policy

In Bishop Tufnell CE Primary School, we aim:

- To work in partnership with children and their families at every stage of the SEND process.
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have as full access as reasonably possible to all elements of the school curriculum.

We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication and language
- planning to develop children's understanding using all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, such as trauma or stress, to be able to take part in learning.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of targets
- carrying out adapted activities or programmes of work, with small groups or individuals, as specified by the teacher
- using suitably adapted resources or activities to help meet specific outcomes

All teaching staff are responsible for provision for children with SEND in their own class and liaising with the SENDCo, who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEND updates.

Teaching and support staff receive regular training through INSET and continuous professional development. External training provides specialist input including support for pupils with social communication difficulties, behaviour and attachment disorders and speech and language difficulties. The school's training plan is linked closely with the School Development Plan. In the last academic year, staff received training in Sensory-Focus-Recovery Cycle, Intensive interaction, Keeping children safe in education, Team Teach, Visuals and total communication, Sensory circuits and Emotion coaching. We are fortunate to have a close partnership with Outreach Special School Fordwater and have received specialist input to support children with an EHCP.

Additionally, the SENDCO and Learning Mentor meet with the Educational Psychologist for supervision.

External Agency Support:

We recognise the importance of working collaboratively with external agencies and professionals to ensure children and families receive co-ordinated and effective support. Bishop Tufnell works collaboratively with the following services:

- School Nursing Service
- The Child Development Centre
- CAMHS (via Single Point of Access) and Community Mental Health Liaison Service
- LBAT (Learning, Behaviour Advisory Service).
- ASCT (Autism and Social Communication Team)
- West Sussex Educational Psychology Service
- EMTAS- Ethnic Minority & Traveller Achievement Service
- Thoughtfull
- OT and Physio
- Early Help, Designated Schools Team- Family Support
- Speech, Language and Communication Therapy Service
- Social Care Services
- Play Therapy
- Outreach- Fordwater Special School
- Alternative Provision College (APC)
- SENDIAS

The SENDCo is responsible for:

- managing the day-to-day operation of the policy; co-ordinating the provision for and managing the responses to children's special needs
- supporting and advising teachers and support staff

- maintaining the school's SEND register
- contributing to and managing the records of all children with special educational needs
- managing the school-based assessment and completing the documentation required by outside agencies and the Local Authority
- acting as the link with external agencies
- acting as the link with parents
- maintaining resources and a range of teaching materials to enable appropriate provision to be made
- monitoring and evaluating the special educational needs provision and reporting to the governing body
- managing a range of resources, human and material, linked to children with special educational needs.

Our SENDCo is Mrs Sarah Hepworth (s.hepworth@tufnell.org)

Allocation of resources

The Headteacher and SENDCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational Health Care Plans. The Headteacher and SENDCo agree with staff how to use funds directly related to needs.

The Inclusion Leader/SENDCo, Mrs Sarah Hepworth is the named designated officer for Looked After Children (LAC).

Assessment

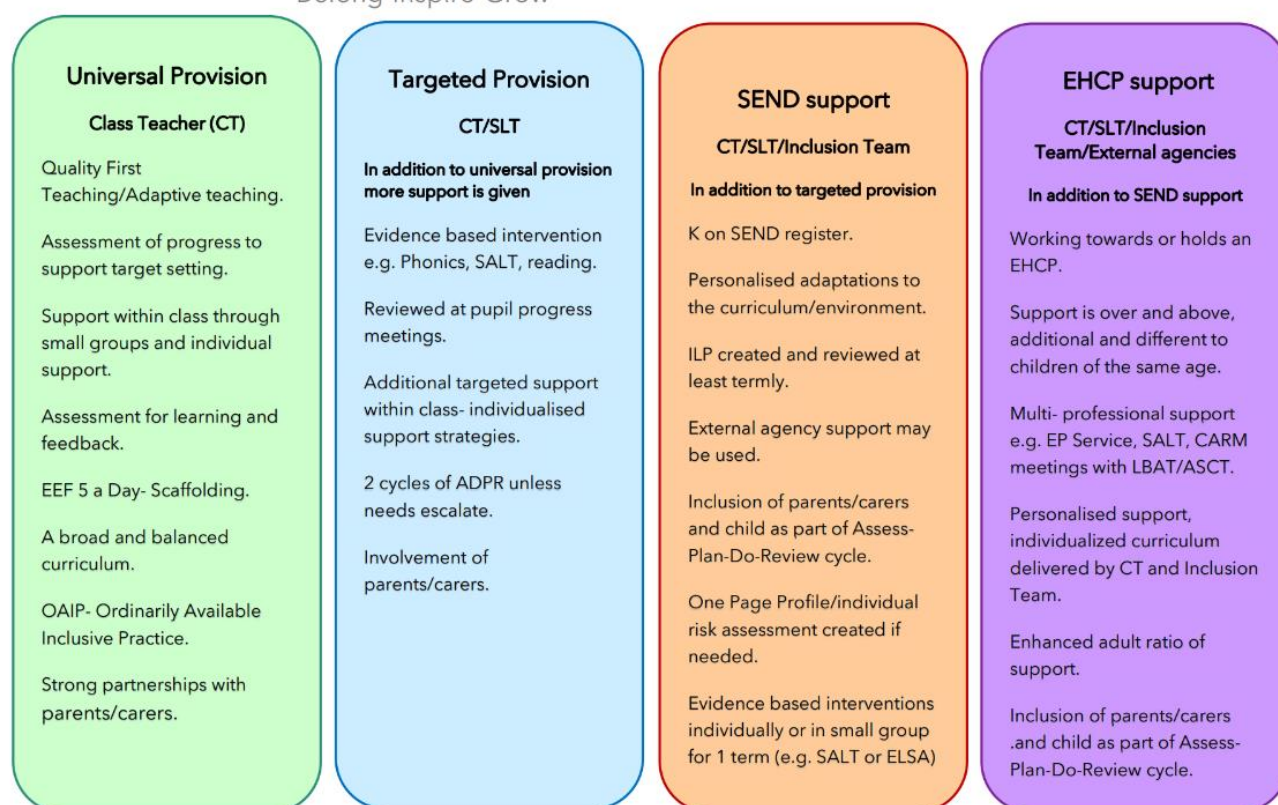
Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND Process

We use the following graduated approach to respond to children's special educational needs:

Bishop Tufnell CE Primary School- Graduated Response

Belong-Inspire-Grow



SEND Support

If, despite receiving targeted provision and quality first teaching over 2 cycles of assess, plan, do review cycle then an individual learning support plan (ILP) will be created, and the child's progress is carefully monitored.

There may be the need for greater involvement of external agencies e.g Autism and Social Communication/ Learning, Behaviour Advisory Team, Educational Psychologists or Speech And Language Therapists.

Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress over time (at least 3 cycles of assess, plan, do, review cycle), following individualised and significantly targeted support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to SENAT (SEN Assessment Team) records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and can contribute to the request for assessment.

The SEND information report is updated annually and published on the school website.

Scrutinised and adopted by the Curriculum Committee on Wednesday 5th March 2025.

Review date: Spring 2027.