

Barn Croft Primary School SEND Policy



Version no.	Date	Approved by	Review Frequency	Review Date
2	September 2026	Governing Body	+1 Years	September 2027

Statement of intent

Barn Croft Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and make a successful transition to the next stage of their education and, ultimately, adulthood.

This policy outlines the framework the school will use to meet its duties and responsibilities in providing appropriate, high-quality education and support for pupils with special educational needs and/or disabilities (SEND).

Through successful implementation of this policy, the school aims to:

- eliminate discrimination and promote equality of opportunity;
- provide an inclusive education for all pupils;
- identify additional needs at the earliest appropriate opportunity;
- remove barriers to learning and participation;
- provide high-quality teaching and appropriate additional support;
- involve pupils and parents/carers in decisions about SEND provision;
- work effectively with education, health and social care professionals;
- promote pupils' independence, confidence and wellbeing; and
- support successful transitions and preparation for adulthood.

The school will work with the London Borough of Waltham Forest and relevant partner agencies to ensure that the following principles underpin SEND provision:

- the involvement of pupils and their parents/carers in decision-making;
- early identification of needs and early intervention;
- a focus on inclusive practice and removing barriers to learning;
- high-quality teaching and provision appropriate to individual need;
- collaboration between education, health and social care services;
- greater choice and participation for pupils and their parents/carers;
- support for pupils to develop independence and participate fully in school life; and
- preparation for future education, employment, independent living and participation in the community, where appropriate to the pupil's age and stage of development.

Definition of SEND

A child or young person has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a 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 of a kind generally provided for others of the same age in mainstream settings.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

The school recognises that a pupil may have SEND without having a formal medical diagnosis. Decisions about SEND provision will be based on the pupil's identified needs, barriers to learning, assessment evidence and the effectiveness of provision.

Under the Equality Act 2010, a person is disabled where they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. The school will meet its separate duties towards disabled pupils, including its duty to make reasonable adjustments.

Legal framework and guidance

This policy has due regard to relevant legislation and statutory guidance, including:

- Children Act 1989.
- Education Act 1996.
- Education Act 2002.
- Mental Capacity Act 2005, where applicable.
- Equality Act 2010.
- Equality Act 2010 (Disability) Regulations 2010.
- Children and Families Act 2014.
- Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs (Personal Budgets) Regulations 2014.
- Special Educational Needs and Disability (Detained Persons) Regulations 2015, where applicable.
- Special Educational Needs and Disability (Amendment) Regulations 2024.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Health and Care Act 2022.
- Other relevant legislation and regulations as amended from time to time.

The school will have regard to statutory and non-statutory guidance, including:

- DfE, *Special educational needs and disability code of practice: 0 to 25 years*.
- DfE, *Supporting pupils at school with medical conditions*.
- DfE, *Keeping Children Safe in Education 2026*.
- DfE, *Working Together to Safeguard Children 2026*.
- DfE, *Information sharing to safeguard children and young people*.
- DfE, *School Admissions Code*.
- Equality and Human Rights Commission guidance on reasonable adjustments for disabled pupils.
- Relevant guidance issued by the London Borough of Waltham Forest.

This policy operates in conjunction with the school's:

- Admissions Policy.
- Accessibility Plan.
- Behaviour Policy.
- Child Protection and Safeguarding Policy.
- Complaints Policy.
- Data Protection and Privacy Policy.
- Records Management Policy.
- Supporting Pupils with Medical Conditions Policy.
- Attendance Policy.
- Exclusions/Suspension Policy.
- Equality Policy.
- Pupil Confidentiality and Information-Sharing procedures.

Objectives

Through the implementation of this policy, the school will:

- use its best endeavours to ensure that pupils with SEND receive the support they need to access a broad and balanced curriculum;
- provide high-quality teaching that is adapted to meet individual needs;
- ensure that pupils with SEND participate in the activities of the school alongside pupils without SEND wherever reasonably possible;
- identify and remove barriers to learning and participation;
- fulfil its statutory duties under the SEND Code of Practice;
- promote equality and prevent discrimination;
- fulfil its duties under the Equality Act 2010;
- make reasonable adjustments, including the provision of auxiliary aids and services where required;
- ensure that pupils with SEND are supported to access the curriculum, school environment, information and activities;
- designate an appropriately qualified teacher as Inclusion Lead;
- involve parents/carers and pupils in decisions about SEND provision;
- regularly monitor and evaluate the effectiveness of SEND provision;
- ensure that SEND support is reviewed and adapted where it is not achieving the intended outcomes;
- publish and maintain the school's SEND Information Report;
- maintain an appropriate Accessibility Plan;
- work effectively with external agencies and the local authority; and
- ensure that staff have the knowledge, skills and training required to support pupils with SEND.

Roles and responsibilities

Governing Board

The Governing Board will:

- ensure that this policy is implemented fairly and consistently;
- ensure that the school meets its statutory duties regarding pupils with SEND;
- ensure that the school has an appropriately qualified Inclusion Lead;
- ensure that SEND provision is monitored and evaluated;
- monitor the effectiveness of the school's SEND provision and accessibility arrangements;
- ensure that reasonable adjustments are considered and implemented where required;
- ensure that SEND information is published and kept up to date; and
- provide appropriate challenge and support to school leaders.

Headteacher

The headteacher will:

- ensure ambitious expectations for all pupils with SEND;
- establish and sustain an inclusive culture;
- ensure that pupils with SEND can access the curriculum and participate fully in school life;
- ensure that the school fulfils its statutory SEND duties;
- work with the governing board to ensure that the school has an appropriately qualified SENCO;

- ensure that the SENCO has sufficient time, resources and administrative support to fulfil their role;
- ensure that staff receive appropriate training;
- ensure that school policies and procedures do not unlawfully discriminate against pupils with SEND;
- ensure that reasonable adjustments are implemented where required;
- monitor the quality of teaching for pupils with SEND;
- ensure effective partnership working with parents/carers and external professionals; and
- ensure that safeguarding arrangements recognise the additional vulnerabilities and barriers that some pupils with SEND may experience.
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The Inclusion Lead will:

- work with the headteacher and governing board to determine the strategic development of SEND provision;
- coordinate the day-to-day operation of the SEND policy;
- coordinate SEND provision for individual pupils;
- advise staff on the graduated approach to SEND support;
- work with teachers to assess, plan, implement and review SEND provision;
- advise on the effective deployment of resources;
- liaise with parents/carers;
- liaise with early years providers, schools, educational psychologists, health and social care professionals and other agencies;
- act as a key point of contact for the local authority and external support services;
- support transition arrangements;
- work with the headteacher and relevant governors on Equality Act duties and reasonable adjustments;
- maintain appropriate SEND records;
- provide professional guidance to colleagues;
- support staff development and training;
- contribute to safeguarding arrangements for pupils with SEND;
- ensure that the school is familiar with relevant provision available through the Waltham Forest Local Offer; and
- support effective partnership working with families.

The Inclusion Lead has completed a Postgraduate Certificate in SEND coordination.

Teachers will:

- maintain high expectations for every pupil;
 - plan and deliver high-quality teaching;
 - adapt teaching and resources where necessary;
 - identify emerging needs and concerns;
 - monitor pupil progress;
 - plan and review SEND support in collaboration with the Inclusion Lead, parents/carers and pupils where appropriate;
 - implement agreed interventions and reasonable adjustments;
 - remain accountable for the progress and development of pupils in their class, including where pupils receive additional support;
 - understand the needs, outcomes and provision of pupils with SEND they teach;
 - use appropriate assessment to identify barriers to learning;
 - contribute to the Assess, Plan, Do, Review cycle; and
 - raise concerns promptly with the Inclusion Lead and/or headteacher.
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Identifying SEND

The school recognises that early identification and appropriate intervention can improve long-term outcomes for pupils.

As part of the school's approach to monitoring the progress and development of all pupils, teachers will use assessment, observation, professional judgement and information from parents/carers and other professionals to identify possible additional needs.

Where a pupil is making less than expected progress, the school will consider:

- the pupil's starting point and previous rate of progress;
- attainment and progress in different areas of learning;
- barriers to learning;
- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs;
- attendance;
- behaviour and wellbeing;
- the pupil's views;
- parent/carer information; and
- relevant information from external professionals.

The school will not assume that slow progress is automatically attributable to SEND. Equally, the school will not assume that SEND is absent because a pupil does not have a formal diagnosis.

The school will consider SEND across the four broad areas of need:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and/or physical needs.

Safeguarding

The school recognises that some pupils with SEND may face additional safeguarding vulnerabilities and barriers to recognising, reporting or responding to abuse and neglect.

Pupils with SEND may:

- be disproportionately affected by bullying or prejudice-based bullying;
- experience increased online risks;
- experience communication barriers;
- have difficulty identifying or communicating unsafe situations;
- be more isolated from peers;
- have behaviour or emotional presentation that could be incorrectly attributed to their SEND or medical condition; or
- be at increased risk of abuse, neglect, child-on-child abuse, sexual violence or harassment.

Staff will therefore take particular care when identifying safeguarding concerns involving pupils with SEND.

The school will not assume that changes in behaviour, mood, communication, appearance or physical presentation are attributable to a pupil's SEND or medical condition without appropriate consideration and investigation.

The DSL's and Inclusion Lead will work closely together where safeguarding concerns involve a pupil with SEND.

Safeguarding education will be adapted to meet individual communication, cognitive, sensory and physical needs.

The school will follow *Keeping Children Safe in Education 2026* and *Working Together to Safeguard Children 2026*.

Information sharing

The school will share information appropriately and lawfully where necessary to safeguard and promote the welfare of children or to support their education, health and wellbeing.

The school will have regard to the statutory guidance *Information sharing to safeguard children and young people* and the statutory information-sharing duty under section 16LA of the Children Act 2004, which comes into force on 30 September 2026.

Information will be shared proportionately, securely and in accordance with applicable legislation, statutory guidance and school procedures. GGOV.UK+1

SEND support

The school recognises that high-quality teaching is the first step in responding to pupils who have or may have SEND.

Teachers will:

- set high expectations;
- plan ambitious and appropriately challenging learning;
- adapt teaching and resources;
- use appropriate assessment;
- identify and address barriers to learning;
- provide reasonable adjustments where required;
- ensure pupils with SEND have access to the full curriculum wherever possible; and
- monitor and review the impact of support.

Decisions about SEND support will be informed by:

- teacher assessment;
- discussions between the teacher and SENCO;
- progress data;
- observations;
- the pupil's views;
- parent/carer views;
- existing provision and its impact; and
- information from external professionals where appropriate.

Assess, Plan, Do, Review

The school will use a graduated approach:

Assess

The school will develop an understanding of the pupil's needs using assessment, observation and information from relevant people.

Plan

The school will agree appropriate adjustments, interventions and support, identifying intended outcomes and a review date.

Do

The agreed provision will be implemented by the appropriate staff.

Review

The school will evaluate the effectiveness of provision and consider its impact on progress, development, participation and wellbeing.

Provision will be adapted where it is not achieving the intended outcomes.

Where appropriate, external specialist advice and assessment will be sought.

Where the school has taken relevant and purposeful action to identify, assess and meet a pupil's SEN but the pupil has not made expected progress, the school will discuss with parents/carers whether an EHC needs assessment should be requested.

Reasonable adjustments

The school will make reasonable adjustments for disabled pupils to prevent them from being placed at a substantial disadvantage compared with pupils who are not disabled.

Reasonable adjustments may relate to:

- teaching and learning;
- communication;
- assessment;
- behaviour support;
- attendance;
- the physical environment;
- school routines;
- educational visits;
- extra-curricular activities;
- access to information; and
- the use of auxiliary aids or services.

Adjustments will be considered on an individual basis and reviewed regularly.

Provision available at Barn Croft Primary

Depending on individual need, provision may include:

- small-group teacher withdrawal;
- teacher support within the classroom;
- individual or group support from teaching assistants or other staff;
- bilingual support and translated materials where appropriate;
- differentiated resources and adapted tasks;
- senior leadership targeted support;
- phonics catch-up programmes;
- teaching assistant and higher-level teaching assistant support;
- social skills groups;
- fine and gross motor programmes;
- sensory circuits;
- visual timetables and visual resources;
- language groups;
- speech and language support;
- mentoring;
- motor skills and sensory-room activities;
- targeted lunchtime or other clubs;
- ELSA provision;
- Zones of Regulation approaches; and
- other evidence-informed interventions appropriate to identified need.

Provision will be reviewed regularly and may change according to the pupil's needs and the effectiveness of the support.

External agencies

The school may work with services including:

- London Borough of Waltham Forest SEND services;
- educational psychology services;
- specialist SEND advisory services;

- hearing impairment services;
- speech and language therapy;
- occupational therapy;
- physiotherapy;
- school nursing;
- CAMHS;
- Early Help;
- social care;
- specialist education services; and
- other relevant health, education or voluntary-sector services.

Referrals will be made according to the pupil's identified needs and relevant local referral arrangements.

Early Years pupils with SEND

The school recognises the importance of early identification and intervention for children in the Early Years Foundation Stage.

Staff will work closely with:

- children and their parents/carers;
- previous early years providers;
- health professionals;
- specialist services; and
- other relevant agencies.

The school will follow the Early Years Foundation Stage statutory framework and the SEND Code of Practice.

Where a child enters Reception with identified SEND or emerging additional needs, the school will seek relevant information from the previous setting and plan appropriate transition arrangements.

Provision will reflect the child's:

- strengths;
- developmental stage;
- communication needs;
- sensory needs;
- physical needs;
- social and emotional development; and
- barriers to participation and learning.

Admissions

The school will comply with the School Admissions Code and relevant SEND and equality legislation.

The school will:

- not refuse admission because a child is thought to be potentially disruptive or likely to exhibit challenging behaviour on the basis that they need to be assessed for SEND;
- consider applications from children with SEND whether or not they have an EHC plan;
- not unlawfully discriminate against applicants with SEND;

- ensure admissions arrangements do not unlawfully disadvantage disabled children;
- make reasonable adjustments where required;
- ensure information about admissions is accessible; and
- comply with the requirements relating to pupils whose EHC plan names the school.

The school's Admissions Policy will set out detailed admission arrangements.

Transition

The school recognises the importance of effective transition.

Transition planning may include:

- visits to a new setting;
- additional visits or familiarisation activities;
- meetings between professionals;
- sharing appropriate records and information;
- pupil and parent/carer meetings;
- transition books or visual resources;
- communication profiles;
- individual risk or support plans where appropriate; and
- planning for continuity of SEND provision.

Where a pupil has an EHC plan, the school will work with the local authority, parents/carers, pupil and receiving setting to support appropriate transition arrangements.

Involving pupils and parents/carers in decision-making

The school is committed to working in partnership with pupils and their parents/carers.

Where a pupil receives SEND support, the school will regularly liaise with parents/carers regarding:

- identified needs;
- outcomes;
- provision;
- progress;
- reasonable adjustments;
- interventions; and
- future planning.

The class teacher, supported by the Inclusion Lead, will normally meet with parents/carers at least three times each year as part of the school's SEND review arrangements.

The school will:

- focus on the pupil as an individual;
- recognise strengths and capabilities;
- use clear and accessible language;
- avoid unnecessary professional jargon;
- take account of the pupil's views;
- take account of parents'/carers' knowledge and experience;
- minimise unnecessary assessment demands;
- involve relevant professionals where appropriate; and
- support families to understand available choices and services.

A pupil's inability or difficulty to communicate verbally will not be regarded as an absence of views. Appropriate communication methods and, where necessary, advocacy will be used.

Where an EHC plan is in place, the school will involve the pupil and parents/carers in discussions about implementation and review.

Funding for SEND support

The school will use its available resources to provide appropriate support for pupils with SEND.

Where additional needs are identified, the school will use its delegated resources to provide appropriate early intervention and SEND support.

Where a pupil requires provision beyond the resources ordinarily available to the school, the school may work with the local authority to consider whether additional high-needs funding or specialist support is appropriate, in accordance with local funding arrangements.

Funding decisions will be based on the pupil's identified needs and the provision required rather than on diagnosis alone.

EHC needs assessments and plans

The school recognises that some pupils may require support beyond that which can reasonably be provided through SEND Support.

Where appropriate, the school will consult with parents/carers and consider requesting an EHC needs assessment from the local authority.

The purpose of an EHC plan is to secure the special educational, health and social care provision required to support the pupil's identified needs and achieve appropriate outcomes.

As part of an EHC needs assessment, the school will:

- provide relevant information and evidence to the local authority;
- provide information about the pupil's strengths, needs and progress;
- provide details of existing provision and its impact;
- provide information from relevant professionals where available;
- provide information about the pupil's views and aspirations; and
- respond promptly to requests from the local authority.

The school will comply with relevant statutory timescales and will provide information requested by the local authority within the timescale specified.

If the local authority decides not to issue an EHC plan, the school will use relevant feedback to inform the graduated approach.

If the local authority decides to issue an EHC plan, the school will provide its views on a draft plan within the applicable statutory timescale.

The school will admit a pupil where the final EHC plan names the school, subject to the statutory framework.

All relevant staff will be made aware of the pupil's needs and the provision required by the EHC plan.

Reviewing EHC plans

The school will monitor the progress of pupils with EHC plans throughout the year.

Each EHC plan will be formally reviewed at least annually, in accordance with statutory requirements.

The school will:

- cooperate with the local authority;
- contribute to the annual review process;

- ensure that the pupil and parents/carers are appropriately involved;
- seek information and advice from relevant professionals;
- consider the pupil's progress towards identified outcomes;
- consider whether the provision remains appropriate;
- consider whether the pupil's needs have changed;
- make recommendations to the local authority;
- prepare and circulate relevant annual review information; and
- ensure that pupils and parents/carers are informed of their rights, including appeal rights where applicable.

Where appropriate for looked-after children, the school will seek to coordinate the EHC plan review with relevant care planning and Personal Education Plan arrangements.

Where a pupil's needs significantly change, or existing provision is no longer appropriate, the school will work with the pupil, parents/carers and local authority to consider whether an early review, reassessment or other appropriate action is required.

Supporting successful preparation for adulthood

The school recognises that preparation for adulthood begins early and should reflect each pupil's age, strengths, aspirations and needs.

The school will support pupils, where appropriate, in developing:

- independence;
- communication;
- confidence;
- social relationships;
- self-advocacy;
- decision-making;
- understanding of their strengths and needs;
- participation in school and community life; and
- preparation for future education and employment.

The school will support pupils to participate fully in school activities alongside their peers wherever reasonably possible.

Transition to secondary education will be planned carefully for pupils with SEND, particularly where additional support is required.

Managing complaints and disagreements

The school will publish its Complaints Policy on the school website.

The school will seek to resolve SEND concerns at the earliest appropriate stage through constructive discussion with parents/carers.

Where a disagreement cannot be resolved informally, the school will provide information about relevant local disagreement resolution and mediation services.

Where applicable, families will be signposted to independent advice and support, including SENDIASS and other appropriate organisations.

The school will cooperate with the local authority and other relevant bodies in relation to:

- disagreement resolution;
- mediation;
- EHC plan appeals; and
- SEND Tribunal processes.

Staff training and improving practice

The school is committed to ensuring that staff have the knowledge and skills necessary to support pupils with SEND.

The Inclusion Lead will work with school leaders to identify staff development needs.

Training may include:

- identification of SEND;
- adaptive teaching;
- communication and interaction;
- speech, language and communication needs;
- autism;
- cognition and learning;
- social, emotional and mental health;
- sensory and physical needs;
- safeguarding pupils with SEND;
- reasonable adjustments;
- behaviour support;
- assistive and communication technology;
- supporting pupils with medical needs; and
- effective use of SEND interventions.

Staff training will reflect the needs of the pupils attending the school and relevant local and national developments.

The school will monitor whether training has resulted in improvements in classroom practice and pupil outcomes.

Attendance and SEND

The school recognises that SEND, disability, medical conditions, anxiety, sensory needs and other barriers may affect attendance.

Where attendance is a concern, the school will seek to understand the underlying barriers and will consider:

- the pupil's SEND;
- reasonable adjustments;
- sensory and environmental factors;
- emotional wellbeing;
- medical needs;
- communication needs;
- family circumstances;
- safeguarding concerns; and
- the effectiveness of existing SEND provision.

Attendance concerns will be considered alongside the pupil's wider needs and support arrangements.

Use of data, confidentiality and record keeping

All SEND information will be managed in accordance with the school's Data Protection and Privacy Policy and Records Management Policy.

The school will maintain appropriate records of:

- identified SEND;
- assessments;

- SEND support;
- interventions;
- reasonable adjustments;
- outcomes;
- reviews;
- specialist advice;
- EHC plans;
- parental involvement; and
- relevant professional involvement.

Provision maps and other appropriate systems may be used to record and evaluate provision.

SEND information will be:

- accurate;
- kept up to date;
- securely stored;
- accessible only to those with a legitimate need to access it; and
- retained in accordance with the school's records management arrangements.

The school will maintain appropriate data about the types and levels of SEND within the school and provide information to the local authority and relevant inspection bodies where required.

Confidentiality and information sharing

The school will manage SEND and EHC information in accordance with UK GDPR, the Data Protection Act 2018, safeguarding duties and applicable information-sharing legislation and guidance.

Information will be shared where there is a lawful basis for doing so.

Where safeguarding or the welfare of a child requires information to be shared, the school will act proportionately and in accordance with statutory safeguarding guidance.

Publishing information

The school will publish information about its SEND arrangements on its website.

The school's SEND Information Report will be reviewed and updated annually and whenever significant changes occur.

The SEND Information Report will include the information required by the SEND Regulations 2014 and the SEND Code of Practice.

The SEND Information Report will be kept distinct from this policy but will be consistent with it.

The school will ensure that SEND information is accessible and understandable to parents/carers and pupils.

Joint commissioning, planning and delivery

The school will work with the London Borough of Waltham Forest and relevant education, health and social care services to secure appropriate support for pupils with SEND.

Where appropriate, the school will contribute to multi-agency planning and assessments.

The school will share relevant information with partner agencies in accordance with data protection and safeguarding requirements.

Where pupils have SEND alongside medical or social care needs, provision will be planned as far as possible in a coordinated way.

The school will review SEND support according to its effectiveness and will adapt provision where appropriate.

Local Offer

The school will work with the London Borough of Waltham Forest to contribute to and make effective use of the Waltham Forest SEND Local Offer.

The school will:

- signpost parents/carers and pupils to relevant Local Offer information;
- provide information about the support available within school;
- work with local services where appropriate;
- help families understand available education, health and social care support;
- contribute relevant information when requested by the local authority; and
- ensure that information provided to families is accessible and up to date.

Parents/carers will also be signposted to independent information, advice and support services where appropriate, including SENDIASS.

SEND reform and future changes

The school is aware of the Government's 2026 proposals to reform the SEND system, set out in *SEND Reform: Putting Children and Young People First*.

The proposed reforms include changes to mainstream inclusion, specialist support, Individual Support Plans and future arrangements for EHC plans.

However, these reforms are not treated as current statutory requirements until the relevant legislation and statutory guidance come into force.

Until new legislation takes effect, Barn Croft Primary School will continue to comply with the existing SEND legal framework, including existing duties, rights, EHC plan arrangements and funding arrangements.

The school will monitor developments and update this policy when changes become legally effective.

Monitoring and review

This policy will be reviewed annually by the headteacher in consultation with the Inclusion Lead and governing board.

The review will consider:

- changes to legislation and statutory guidance;
- changes to the SEND Code of Practice;
- developments in local SEND provision;
- pupil and parent/carer feedback;
- SEND outcomes;
- attendance and inclusion;
- safeguarding information;
- the effectiveness of SEND interventions;
- accessibility arrangements;
- staff training needs; and
- developments arising from the national SEND reform programme.

All staff will be expected to familiarise themselves with this policy as part of their induction and ongoing professional development.

The next scheduled review date is September 2027.