

Special Educational Needs and Disabilities Policy and Information Report 2025-26

Bedfont Primary School



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1. Aims

1.1 The aims of the policy

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to:

- social, emotional and mental health difficulties
- cognition and learning difficulties
- sensory or physical impairment
- communication and interaction

At Bedfont Primary School we recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

This policy will set out how we ensure the SEND Code of Practice and guidance from the Children and Families Act 2014 are implemented effectively across the school. It will also explain how we operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

1.2 Bedfont Primary School Values and Beliefs

At Bedfont Primary School we provide a broad and balanced curriculum for all children and we are committed to inclusion. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where every child can flourish and feel safe. We are committed to giving all of our children every opportunity to achieve the highest of standards.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

As a school we aim to:

- Continually monitor the progress of all children, to identify needs as early as possible and to provide appropriate support.
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having SEN.
- Ensure that children with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff, parents/carers.
- Enable children to make transition from the school well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of secondary school life and learning.
- Involve parents/carers at every stage in the 'assess, plan, do and review' cycle to meet their child's special needs.

45. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

45. Definitions

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice, 2014)

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

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- Is under compulsory school age and fall within the definition of the above descriptors or would do if special education provision was not made for them (section 20 Children and Families Act, 2014)

4. Roles and responsibilities

Governors

- A named governor to have regard to the SEND Code of Practice, 2014 and have responsibility for the implementation of the SEND and Inclusion policy.
- To ensure that arrangements are in place to support children at school with medical conditions.
- To publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, and the facilities provided to assist access of disabled children.
- To ensure that an appropriate proportion of school resources and funds are allocated to special needs provision
- To liaise regularly with the SENCO and Inclusion Manager.

Headteacher: Mrs Donnelly

- To take overall responsibility for implementing the SEN Code of Practice.
- To ensure a process is in place for involving parents and children in reviewing provision and planning for children identified as having special educational needs.
- To keep the Governing Body informed of the school's special needs provision.

- To liaise regularly with the SENCO and Inclusion Manager.

The Inclusion Team: Mrs Swasbrook

- To oversee the day-to-day operation of the school's SEN and Inclusion policy in accordance with the SEND Code of Practice, 2014.
- To co-ordinate provision for children with special educational needs.
- To advise on the graduated approach to SEN support and the use of appropriate interventions and strategies.
- To liaise regularly with parents of children with SEN to discuss needs and progress.
- To provide relevant opportunities for staff inset and continued professional development.
- To link with other education settings and outside agencies.
- To advise teaching and support staff on the teaching and assessment of children with special needs.
- To attend inset and appropriate courses.
- To ensure that SEN records are up to date.
- To teach individuals and small groups using appropriate, multi-sensory methods.
- To deal with all transfers of children with special educational needs into secondary school and/or other education settings.
- To liaise regularly with the Headteacher and SEN Governor.

Class Teacher

- To be clear about the desired outcomes of any SEN support.
- To liaise with the SENCO, Inclusion Manager and other professionals to evaluate the quality and efficacy of support for those children with SEN.
- To have high aspirations for every child and set clear progress targets in order to help them achieve their full potential.
- To involve parents and children in the planning and reviewing process by seeking their views and providing regular updates.
- To make themselves aware of the school's Special Needs and Inclusion policy.
- To be responsible for meeting the special educational needs for the children in their care.
- To keep detailed, accurate records about individuals.

Teaching Assistant

- To be involved in the whole school approach to SEN and work in close partnership with the class teacher and the SENCO/Inclusion Manager.
- To carry out activities and learning programmes planned by the class teacher and the SENCO or Inclusion Manager.
- To keep records of work as requested.
- To effectively support those children with SEN in class or by withdrawing individuals and small groups.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identification of pupils who need support

The school acknowledges that children's needs fall into four general areas: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

The importance of identifying a child with special needs early in their education is crucial. The earlier action is taken to support individuals, the more responsive a child is likely to be.

At Bedfont School, children are identified as having a special need through a variety of ways. These include:

- Information gained through meetings with the child's previous setting.
- Concerns raised by a parent/carer.
- Significantly lower than expected levels of achievement and/or rate of progress
- Concerns raised by a member of staff such as unusual behaviour
- Information gained through meeting with other professionals that might be in contact with the child such as a physiotherapist, speech therapist or paediatrician.

Once a child has been identified as having a special educational need, the school follows the graduated approach as set out in the SEND Code of Practice, 2014 (paragraph 6.44) in order to remove the barriers to learning for that child.

5.3 Consulting and involving pupils and parents

Bedfont School promotes a culture of co-operation between parents/carers and school. We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. We keep parents informed at each stage of intervention and provide clear information relating to the education of children with special educational needs. The class teacher, SENCO and/or Inclusion Manager will meet with parents/carers on a termly basis. Pupils are encouraged to share their views either verbally or non-verbally using appropriate methods to suit their communication needs. Children's opinions and views will be sought and they will be encouraged to take an active part in decision making, at all levels, including planning and reviewing their individual education plan (IEP).

We will have an early discussion with the pupil and their parents when identifying whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents via phone or face-to-face meeting or phone call when it is decided that a pupil will receive SEN support. Parents will then be given a letter explaining this.

5.4 Assessing and reviewing pupils' progress towards outcomes

At Bedfont Primary School we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

High quality teaching differentiated for individual children is the first step in ensuring that all children achieve and make progress.

Assess: If the class teacher still has concerns about a child's lack of attainment and/or progress despite quality first teaching, a consultation is arranged with either the SENCO or the Inclusion Manager, the class teacher, parents/carers and the child (where appropriate), in order to gather further information and consider whether special educational provision is required.

Plan: Starting with the desired outcomes for the child, this meeting will determine the support that is needed and if it can be provided by adapting the school's available resources or whether additional or external expertise is required.

Do and Review: The level of support given is continually reviewed through a process of assessing the child's progress, planning for future learning, providing the necessary support and then measuring the impact of this and considering whether changes need to be made. The parents/carers and the child (where appropriate) are actively involved in each part of this process.

While the majority of children will have their special educational needs met as part of this four stage process, some may require further assessment to determine whether it is necessary for the local authority to make provision through an Education, Health and Care Plan (formerly known as a Statement of Special Educational Needs).

For those children who have an Education, Health and Care Plan, a review involving the parent/carers and the child will be held (either annually or bi-annually according to the child's age) at the school to discuss outcomes, provision and progress.

5.5 Supporting pupils moving between phases

Starting school for the first time

Prior to starting Nursery or Reception, a home visit is made by a member of the Foundation Stage team for an informal discussion with parents/carers and the child.

When a child transfers to Bedfont School from another educational setting, following a prior visit to the school, a brief meeting is held to discuss any needs and the day to day organisation of the year group.

Transition between year groups

Children with special needs are prepared for transition to a new year group through frequent visits to the new class during the summer term. In addition to this, the child may be given a transition booklet made specifically with the individual child in mind. The booklet is written as a social story that can be read over the summer break. Children with Education, Health and Care Plans have a One Page Pupil Profile in which their strengths, needs, differences and special arrangements are documented.

The Profiles are updated annually and handed to relevant members of school staff in preparation for the new academic year.

Transition to Secondary School

Along with parents/carers, Secondary School staff are invited to the final annual review of a child with an Education, Health and Care Plan where current support strategies and the needs of the child are discussed in detail.

The SENCO or Inclusion Manager may arrange additional visits to the secondary school for children prior to transfer.

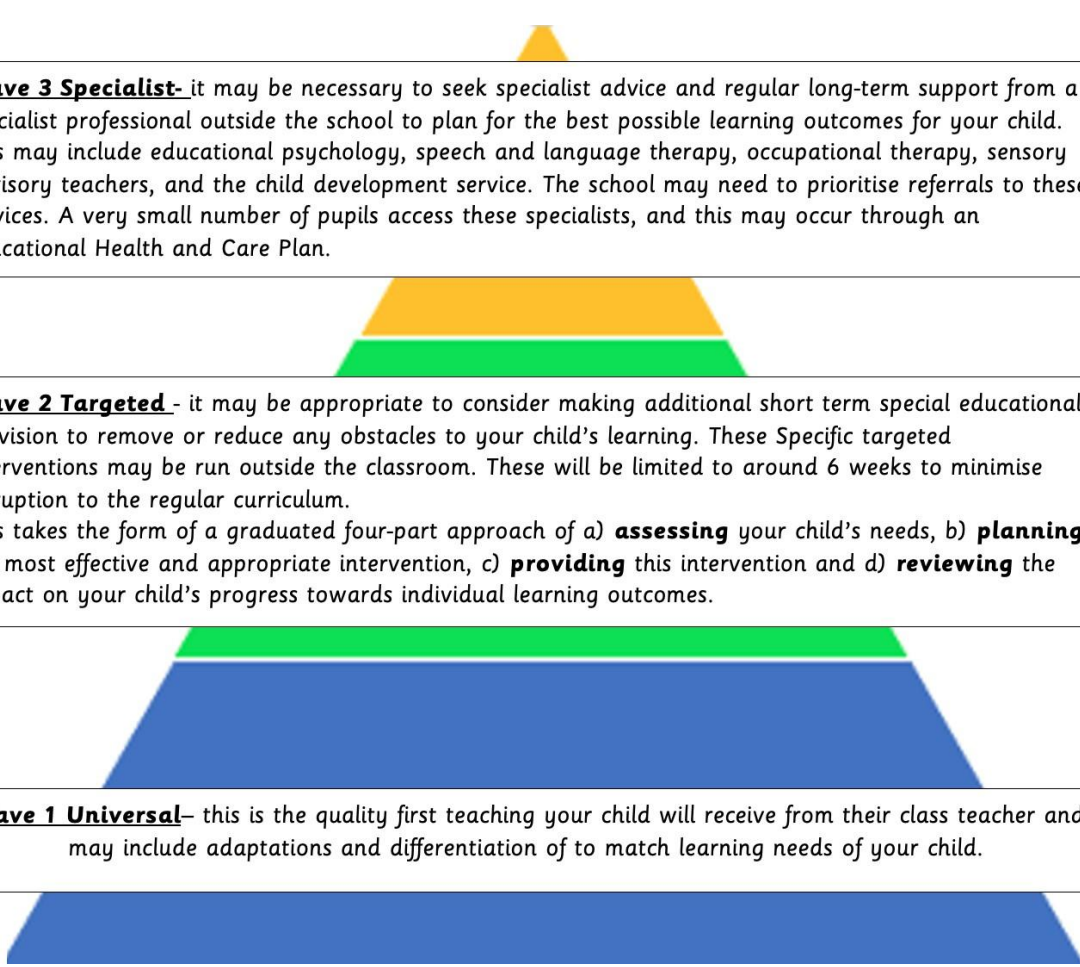
For other children receiving SEN support, but are not in receipt of an Education, Health and Care Plan, the SENCO liaises with the appropriate Secondary School staff during their visit to Bedfont School in the Summer Term.

Any SEN documentation and information is forwarded to the child's new school.

5.6 Our approach to teaching pupils with SEN

The Waves intervention

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. At Bedfont Primary school, we have a 3-tiered approach to supporting a child's learning. The type of support which may be needed really depends upon the nature of your child's needs. Our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014; Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical needs.



Wave 3 Specialist- it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers, and the child development service. The school may need to prioritise referrals to these services. A very small number of pupils access these specialists, and this may occur through an Educational Health and Care Plan.

Wave 2 Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. These Specific targeted interventions may be run outside the classroom. These will be limited to around 6 weeks to minimise disruption to the regular curriculum. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Wave 1 Universal - this is the quality first teaching your child will receive from their class teacher and may include adaptations and differentiation of to match learning needs of your child.

Communication and interaction

Intervention or provision	Year Group	Frequency & duration	Anticipated progress range	Staff	Staff/pupil ratio
Lego Therapy	Years 1-6	45 minutes Once weekly	Improved social communication skills	ELSA	1:4

Social stories and comic book conversation sessions	Whole school	10 minutes	Improved social communication skills	SENCO TA	1:1
Speech Therapy	Whole school	1.5 days per week 30 min sessions	Children with identified speech and language difficulties	Speech Therapist	1:1 Small group 1:3

Cognition and learning

Intervention or provision	Year Group	Frequency & duration	Anticipated progress range	Staff	Staff/pupil ratio
Specialist Reading Teacher	Yrs 3-6	Weekly	Supports pupils who are not on track to meet ARE for reading	Teacher	1:1
1:1 Reading	Reception – Year 6	weekly 20 mins	Children not on track to make expected progress	Volunteer TA	1:1
5 Minute Box- Reading	KS1	daily 5 minutes	Improved early reading skills HFW	TA	1:1
5 Minute Box- Maths	KS1	daily 5 minutes	Improved number skills	TA	1:1
Little Wandle booster	Reception, KS1 and lower KS2	Daily 5 minutes	Improved early reading and writing skills	TA	1:1
Little Wandle catch up	KS1 and KS2	Daily 30 minutes	Improved early reading and writing skills	TA	1:6
Dynamo Maths Intervention	KS2	twice weekly x 20 minutes	Support pupils who are not on track to meet age related expectations for maths	TA	1:1
Nessy	Years 3-6	2/3 times	Improved	TA	1:2

		weekly x 15 minutes	reading, writing and spelling confidence		
Colourful Semantics	KS1 and KS2	20 minutes once weekly			1:4

Social, emotional and mental health difficulties

Intervention or provision	Year Group	Frequency & duration	Anticipated progress range	Staff	Staff/pupil ratio
Play therapy	Whole school	45 minutes	Improved resilience and social skills	Play therapist	1:1
Theraplay	Whole school	therapist	Improved resilience and social skills	Play therapist TA/teacher	1:3 2:6
Gardening Club	Year 2 Year 6	Twice weekly Spring and summer term	Improved resilience and social skills	TA	1:6
Emotional Literacy Support Assistants (ELSA)	Whole school	1:1 45 minutes, once weekly for a duration of 6-8 weeks	Support for emotional literacy, emotional resilience, social skills	Trained ELSA TAs	1:1
Nurture breakfast	KS1 and KS2	20 minutes daily	Improve emotional resilience and independence	TA	1:6

Drawing and Talking	KS1 and KS2	30 minutes weekly for a period of 8-12 weeks	Support children who have been through trauma to communicate their emotions in a non-directive way	TA SENCO	1:1
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Nurture lunchtime provision	KS1 and KS2	1 hour daily	Support with social skills and emotional regulation.	TA SENCO	1:8
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Sensory and/or physical needs

Intervention or provision	Year Group	Frequency & duration	Anticipated progress range	Staff	Staff/pupil ratio
Visual impairment	Whole school	Termly	classroom, curriculum and access support	SENSS team	1:1
Hearing impairment	Whole school	Termly	classroom, curriculum and access support	SENSS team	1:1
Physical disabilities and Complex medical conditions	Whole school	Termly	classroom, curriculum and access support	SENSS team	1:1
Finger Gym	Whole school	Daily	Practice and improve our fine motor development	Teacher TA	1:1 1:4
Sensory circuit	Whole school	Daily	Support to manage sensory needs	Sports coach	1:6
Gross Motor development intervention	Whole school	Twice weekly	Support to manage develop gross motor control	Sports coach	1:3
Occupation Therapist	Whole school	One day per week for one term	For children with identified physical and sensory needs.	OT	1:1

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. \

5.8 Additional support for learning

Support staff are allocated either to classes for general support or where appropriate to specific children identified through EHCPs. It is the responsibility of the SENCO to ensure that support staff are deployed effectively across the school and that the needs of children are being met.

Our SENCOs is Mrs Swasbrook

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Our Teaching assistants are trained on a range of high-quality interventions.

In the last academic year, staff have been trained in fine and gross motor support delivery by the SENSS team, Social stories and comic book conversations, relationships-based behavior management strategies and colourful semantics. Autism whole day training is due to be delivered by the borough in September 2024.

We use specialist staff for speech and language therapy, play therapy, specialist reading intervention, specialist behavior advisory support and occupational therapy.

Bedfont Primary School recognise the value of on-going training and endeavour to keep abreast of current practice and thinking by attending courses and taking part in In-Service Training. Following a period of induction, new members of staff are offered a variety of training specific to their continuing professional development needs. The Inclusion Team regularly update their knowledge and awareness of issues relating to SEN by reading and by attending appropriate courses and meetings including the termly SENCO cluster meetings organised by the local authority. When necessary, external agencies are called upon to give specialist advice and training.

5.10 Securing equipment and facilities

Facilities and Access

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with easy access to the school. The entrance to the main school building has doors wide enough to allow wheelchair access. There are two disabled toilets on site and the main building has shower facilities.

Finance

Funding is delegated to the school through the LA to support children with special educational needs and disabilities who do not have EHCPs. This funding can be used flexibly according to the needs of the school. It provides the means for the school to deploy staff effectively and protects release time for the SENCO to fulfil their role. Some of this funding provides material resources or equipment to support children's learning. Funding is allocated individually for children with EHCPs according to their level of need. Funding can be used to provide adult support, specialist services (for example physiotherapy, occupational therapy, speech and language therapy) or equipment and materials specific to the child's needs.

Teaching Materials

We are committed to developing and improving the materials and equipment available in school to support children's learning needs. The SENCO is responsible for ordering specific materials or equipment for SEN in consultation with curriculum co-ordinators.

Additional support is also provided by the SENCO, Inclusion Manager, Assistant and Deputy Headteachers.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks (depending on the type of intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are invited to go on our residential trip(s).

All pupils are invited to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Bedfont School tries to make all trips inclusive by planning carefully in advance, considering every child's needs and ensuring that locations visited are easily accessible. Risk assessments are carried out for all trips.

All children are welcome at our after-school activities. For those children who require 1:1 support in order to take part in an activity, a 'Needs Analysis' would be completed and discussed with parents.

Admission Arrangements

We welcome all children irrespective of need – physical, cognitive, social and emotional – as long as we are confident that the school can provide a quality educational experience which is effective in meeting their particular needs. This would be agreed upon in consultation with parents, outside agencies, the school and the local authority.

5.13 Support for improving emotional and social development

As a school one of the tools that we use are the Zones of Regulation to support our pupil's emotional development. At lunchtimes we run a Buddy Club where children can play with their friends in a structured environment monitored by a member of staff. This supports our pupils in developing strong social skills and building friendships.

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the Buddy Club to promote teamwork/building friendships

We also run a nurture-based provision called The Nest. This room is a safe space for emotional regulation and is run by two trained teaching assistants and overseen by the SENCO. The provision is available throughout the day including lunchtimes.

Mrs Donnelly is our designated mental health lead.

5.14 Working with other agencies

There may be occasions when we need advice from other professionals. We will discuss this fully with parents/carers before contacting any agencies. We work with the following agencies to provide support for pupils with SEN:

- Hounslow Learning Partnership
- Educational Psychology Service
- Social Emotional Behaviour Difficulties Outreach Service (Woodbridge Park)
- SENSS team – children with sensory impairments or physical needs
- Play Therapist
- Specialist Reading Teacher
- Speech Therapist
- Speech Therapy Service
- Physiotherapy and Occupational Therapy Service
- School Nurse
- Social Services
- Attendance Officer

5.15 Complaints about SEN provision

If a parent/carer has any complaints, they should, in the first instance, raise it with a member of the inclusion team who will try to resolve the situation. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request, from the school.

5.16 Contact details of support services for parents of pupils with SEN

Information on support services available for SEND children and their families is listed here:

https://fsd.hounslow.gov.uk/synergyweb/local_offer/Information_and_support.aspx

5.17 Contact details for raising concerns

If you have any concerns please contact the school office: office@bedfont.hounslow.sch.uk

5.18 The local authority local offer

The Hounslow Local offer can be found here.

https://fsd.hounslow.gov.uk/synergyweb/local_offer/

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs A.Swasbrook **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

Accessibility Plan

Behaviour and Relationships Policy

Equality information and objectives

Supporting pupils with medical conditions policy