



Bassingbourn
Community Primary School

Bassingbourn Community Primary School Special Educational Needs and Disabilities (SEND) Policy

This policy was ratified by Governors on: 6th October 2025

Implemented on: 6th October 2025

Review date: September 2026

Statement of Intent

Bassingbourn Community Primary School is committed to providing a high-quality education for all pupils with special educational needs and disabilities (SEND) through inclusive practice that removes barriers to learning and participation.

1. Introduction and Purpose

This policy sets out our approach to supporting pupils with SEND at Bassingbourn Community Primary School.

It explains how we meet our statutory duties under:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Teachers' Standards (2012)

Further details of the provision we offer, including curriculum adaptations and wider opportunities, are published in our **SEND Information Report**.

2. Vision and Aims

At Bassingbourn Community Primary School, we are committed to:

- Identifying and supporting pupils with SEND as early as possible.
- Promoting inclusive practice that removes barriers to learning and participation.
- Ensuring access to a broad and balanced education that enables all pupils to achieve their best.
- Working in partnership with pupils, parents, carers and external professionals.
- Supporting independence, resilience and wellbeing to prepare pupils for successful transitions into the next stage of education and adulthood.
- Maintaining high aspirations for all pupils, regardless of need or background.

3. Definitions

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them, that is additional to, or different from, that normally available to others of the same age (Children and Families Act 2014, Section 20).

A child 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 facilities of a kind generally provided for others of the same age in mainstream schools (Children and Families Act 2014, Section 20).

Under the Equality Act 2010 (Section 6), a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Schools have a duty under the Equality Act 2010 to make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers.

The SEND Code of Practice (2015) identifies four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These broad areas provide a helpful structure for understanding SEND. However, every child is an individual, and needs may span across more than one area. Provision is planned flexibly to meet each pupil's specific profile of strengths and needs.

4. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

- Work with the governing board to ensure that there is a qualified teacher designated as SENDCo for the school.
- Ensure the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support to enable them to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCo will be responsible for:

- Collaborating with the governing board and headteacher, as part of the Senior Leadership Team (SLT), to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of the SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for looked-after children with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents/ carers of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/ carers, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

5. Approach to SEND

At Bassingbourn Community Primary School, we are committed to meeting the needs of all pupils through high-quality, inclusive teaching.

- **Early identification:** We identify pupils who may have SEND as early as possible, using teacher assessments, observations and information from parents/ carers and external professionals.
- **Graduated approach:** We follow the *Assess – Plan – Do – Review* (APDR) cycle to ensure that support is personalised and regularly reviewed.
- **Inclusive practice:** Pupils with SEND are supported to access the curriculum alongside their peers, with reasonable adjustments made where necessary.
- **Partnership:** We work closely with parents/ carers, pupils, and external professionals as required, at every stage of the process.

6. Partnership with Parents and Pupils

We recognise that effective support for pupils with SEND relies on strong collaboration.

- Parents/ carers are fully involved in decisions about their child's education. We listen to their views and provide regular updates on progress.
- Pupils are encouraged to share their views and take an active role in setting and reviewing their own goals in a way that is appropriate to their age and understanding.
- External professionals are consulted where needed to ensure coordinated support.

7. Provision Principles

Our SEND provision is designed to ensure that all pupils can achieve their potential.

- Pupils with SEND have access to a broad and balanced curriculum.
- Interventions are evidence-based, targeted and regularly reviewed for impact.

- Support is designed to promote independence and reduce over-reliance on adult help.
- High expectations are maintained for all pupils with ambitious but achievable targets set in line with individual needs.
- Provision is flexible so that support can be adapted as pupils' needs change.

8. Monitoring and Review

- The effectiveness of SEND provision is monitored through pupil progress meetings, stakeholder feedback and analysis of outcomes.
- The SENDCo reports regularly to the Headteacher and Governing Body on the progress of pupils with SEND and the impact of provision.
- This policy is reviewed annually by the Governing Body and updated as required to reflect changes in legislation, guidance or school practice.