WORK TOGETHER, AIM HIGH, SHINE BRIGHT

At Bridekirk Dovenby School, we nourish the uniqueness of our community.

Rooted in love, a rich and diverse curriculum enables **all** to flourish and grow.

Confident and secure, our children reach out, ready to embrace the seasons of life in all its fullness.

Psalm 1

"They are like trees, planted by streams of water, which yield their fruit in its season, and their leaves do not wither. In all they do, they prosper."

Bridekirk Dovenby School

SEND Policy 2025-2026

Approved by[1]	
Name:	Rose Rowlands on behalf of the Governing Body
Position:	Chair of Governors
Signed:	*Mrs. Silvana Hewitt*
Date:	24.11.25
Proposed review date[2]**:**	November 2026

Review Date	Changes made	By whom
May 2018 **May 2019**	**Change to names within policy** **Changes to provision available / learning environment. PIVATS added to things we may use to report to parents**	**SENCo**
Nov 2021	**Change to end of reception testing details** **Change to homework club provision** **Addition of Seesaw for home/school communication**	**SENCo/Link Governor discussion**
Nov 2022	**No changes made or required**	**SENCo & SEN Gov**
Nov 2023	**Addition of work with visually impaired team**	**SENCo**
Nov 2024	**Change of support agencies from 'school nurse' to 'Family Action'**	**SENCo**
Nov 2025		

Bridekirk Dovenby School's Special Needs Coordinator (SENCo) is Mrs Fiona Taylor
Fiona Taylor is a member of the (SLT)

If you have an SEN issue, you are invited to email Fiona Taylor SEN coordinator
fionataylor@bridekirkdovenby.cumbria.sch.uk

Introduction
The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life -long learning aspirations for everyone through a range of activities which are fun and enjoyable.

MISSION STATEMENT FOR BRIDEKIRK DOVENBY PRIMARY SCHOOL
We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.
Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

1. INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND

Aims and Objectives of this Policy

To reach high levels of achievement for all
To be an inclusive school
To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
To meet individual needs through a wide range of provision
To attain high levels of satisfaction and participation from pupils, parent and carers
To share a common vision and understanding with all stakeholders
To give transparent resourcing to SEND
To provide curriculum access for all
To work towards inclusion in partnership with other agencies and schools
To achieve a level of staff expertise to meet pupil need
We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

2. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

3. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status. The management of SEND is supported by the administration staff. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need.
Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.
Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENDCo is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENDCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy. Termly meetings will take place.

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

· Communication and Interaction (C and I)
· Cognition (Cog)
· Social Emotional and Mental Health difficulties (SEMH)
· Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

· Disability
· Attendance and punctuality
· Health and welfare
· English as an additional language (EAL)
· Being in receipt of the Pupil Premium. (PP)
· Being a Looked After Child (CLA)

The SENDCo uses whole school tracking data as an early identification indicator.
We use a number of additional indicators of special educational needs ·

- the analysis of data, including entry profiles at FS1, SATs, reading ages, annual and termly pupil assessments
- the use of our local authority SEN criteria
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- Information from other services

The SENDCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work and provide a variety of learning environments. They work to meet individual learning needs and to mark work and plan on-line homework effectively.
Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

* in class support for small groups with an additional teacher or Teaching Assistant (TA)
* small group withdrawal with TA, CT
* individual class support and pre-teaching and/or precision teaching
* further differentiation of resources
* study buddies/cross age tutors
*interventions
* provision of alternative learning environment / materials/ special equipment

* group support
* provision of additional adult time in devising interventions and monitoring their effectiveness
* staff development/training to undertake more effective strategies
* access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support.
Adequate progress is that which:
* Narrows the attainment gap between pupil and peers
* Prevents the attainment gap widening
* Is equivalent to that of peers starting from the same baseline but less than the majority of peers
* Equals or improves upon the pupil's previous rate of progress
* Ensures full curricular access
* Shows an improvement in self-help and social or personal skills
* Shows improvements in the pupil's behaviour

7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:
* Information from parents
* Information on progress and behaviour
* Pupil's own perceptions of difficulties
* Information from health/social services
* Information from other agencies

Progress through the PIVATS – if these have been used (perhaps will need to expand on this as the year progresses)

8. TARGETS and ACTION PLANS

All pupils on our SEND Support list will have individual Action Plans setting out targets and any provision made that is additional to and different from usual classroom provision.
For pupils with an EHCP, provision will meet the recommendations on the plan.
In subjects where all children have curriculum targets these are used to inform the Action Plan. Curriculum targets are recorded on Seesaw – our on-line school learning platform.
Strategies for pupils' progress will be recorded in individual Action Plan containing information on
* Short-term targets
* Teaching strategies
* Provision made
* Date for review
* Success and/or exit criteria
* The outcomes recorded at review

The Action Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Action Plan will be created through discussion with both the pupil and the parent or carer

8.1 REVIEWING AN ACTION PLAN

Individual Action Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views

9. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENDCO after consultation with parents at an Individual Action Plan review. External support services may advise on targets for a new Action Plan and provide specialist inputs to the support process.

Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- ·Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age (working on pre-key stage objectives)
- Continues to experience difficulty in developing Literacy/Numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

9.1 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- · Records from past interventions
- · Current and past Action Plans
- · Records and outcomes of regular reviews undertaken
- · Information on the pupil's health and relevant medical history

- · National Curriculum levels.
- · Other relevant assessments from specialists such as support teachers and Educational Psychologists
- · The views of parents
- · Where possible, the views of the pupil
- · Social Care/Educational Welfare Service reports
- · Any other involvement by professionals

Education, Care and Health Plans
An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP
EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:
- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year
- At Key Stage Phase transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.
- Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. PARTNERSHIP WITH PARENTS/CARERS

- The school aims to work in partnership with parents and carers.
  If you have a SEN issue you are invited to email Fiona Taylor SEN coordinator fionataylor@bridekirkdovenbyschool.cumbria.sch.uk
  We do so by:
- keeping parents and carers informed and giving support during assessment and any
- related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access
- arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the
- school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

11. INVOLVEMENT OF PUPILS

- We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.
- We endeavour to fully involve all pupils by encouraging them to: state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- ·share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews and termly meeting

12. SPECIAL PROVISION

The school has the following special facilities:

- Disabled toilets
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas),
- Blinds and curtains in classrooms to reduce glare.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.
- Specialist sensory / teaching room

13. LINKS WITH EDUCATION SUPPORT SERVICES

- We aim to maintain useful contact with support services in Children and Young
- People's Services. For pupils on our SEND Support list any one or more of the
- following agencies may be involved: Educational Psychologist, Family Action; Specialist Advisory Teacher

14. LINKS WITH OTHER SERVICES AND SCHOOLS

- Effective working links are maintained with:
- Cockermouth Secondary School
- Keswick Secondary School
- Hearing Specialist
- Visually Impaired Support Team
- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service

15. INSET

- In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the SEN or Head teacher's report to governors each term.

16. RESOURCES

- The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

17. COMPLAINTS

- If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENDCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved Please see the school's Complaints Procedure available on the school's website.

18. REVIEW OF THE SEND POLICY

- This policy was developed through consultation with staff, parents, carers and pupils
- The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

  This Policy was reviewed in November 2025

  Signed by:

  Headteacher - Mrs Julia E Fish
  SENDCo - Fiona Taylor
  Parent SEN Governor – Helen Springall