

Bottesford Schools Federation

SEND Policy



Approved by: Miss R Busby – Executive Headteacher

Date: Autumn 2026

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1. Relevant Legislation

- Children and Families Act 2014
- SEN and Disability Regulations 2014
- Equality Act 2010

2. Policy Aims

- To ensure that every child has an equal opportunity to participate in all aspects of federation life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and EYFS and to plan for and provide a curriculum which is accessible to all the needs of every child.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the child in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.

Policy Objectives

- To identify, as early as possible, those children who have additional needs.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within the federation or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for children with SEND.

3. Procedures

The SENDCO's (Miss Labourne & Mrs Yates) are consulted about any child for whom the class teacher has concerns. A federation record of pupils who are vulnerable is maintained and updated termly (or as appropriate) by the SENDCO. Parents are informed of any action which the federation proposes to take.

The recognised broad areas of need are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The SENDCO takes the lead in co-ordinating the child's special educational provision, consulting the class teacher, who remains responsible for working with the child in the classroom. It is noted that high quality teaching is the first step in responding to children who have or may have SEND.

SEND support will take the form of a four-part cycle through which decisions are revisited, refined and revised with a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes.

1. Assess
2. Plan
3. Do
4. Review



This graduated approach will be conducted through the use of “My Individual Support Plan” meetings. Each term the child, their family and any relevant professionals will meet in person or virtually. The child will always be at the centre of these meetings.

The class teacher has overall responsibility in the day to day provision and will:

- Provide adaptations of classwork exploring ways in which increased support might meet the individual needs of the child.
- Monitor and review the child's progress.

The SENDCO in consultation with the class teacher will:

- Review all the available information and collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice and/or support.
- Make arrangements for any appropriate intervention programmes to be implemented, monitor progress and set a review date.
- Host the termly meeting to create and review the child's “My Individual Support Plan”

Application for Education, Health and Care needs Assessment

In some cases, the conclusion may be reached that the child's needs remain substantial and cannot be effectively met within the resources normally available to the federation. Therefore, the federation may work with the Local Authority (LA) with a view to a formal assessment for an Education Health Care Plan (EHCP).

The federation will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the child, on the earlier stages of assessment, action and support to date
- Any relevant medical information
- Where appropriate, evidence relating to Social Services
- “My Individual Support Plan” Documents
- Evidence of involvement of outside specialists.

4. The Role of the SENDCO

The SENDCO's at Bottesford Schools Federation are Miss Labourne & Mrs Yates and their responsibilities include:

- Managing the day to day operation of the SEND policy
- Coordinating the provision for children with SEND (including developing a Provision Map)
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- Liaising with secondary schools and pre-schools to ensure effective transfer of pupils
- Hosting SEND Support Plan meetings termly
- Liaising with support staff who deliver and monitor the intervention programme

5. The role of the governing body

The named Governor responsible for SEND is Mrs S Wheeler. The Governors ensure, through the Headteacher, that all teachers are aware of the importance of providing for these children. They monitor the provision and effectiveness of SEND within the school.

The monitoring criteria include:

- Analysis of pupil tracking data and test results (for individuals and groups of pupils)
- Value added data for pupils with SEND
- Evidence from OFSTED inspection reports
- School profile and Headteacher's termly report
- Federation Development plan
- Learning walks
- Discussions with children
- Meetings with the SENDCO's

6. Policy Success Criteria

According to the latest OFSTED report (April 2025):

“Pupils achieve exceptionally well, including those who are disadvantaged or with special educational needs and/or disabilities (SEND). The school identifies quickly when pupils have SEND. These pupils benefit enormously from well-considered adaptations to the curriculum. “