



**BIRCH COPSE PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

## **1. School Context and Vision**

Birch Copse Primary School committed to providing an inclusive, nurturing, ambitious education for all pupils, including those with Special Educational Needs and Disabilities (SEND).

Our ethos, “Together we plant the seeds for success,” reflects our belief that every child can thrive when they feel safe, supported and valued. We prioritise building strong, trusting relationships and creating a school culture where every pupil experiences a sense of belonging.

This policy sets out our statutory responsibilities and our approach to identifying, supporting and celebrating pupils with SEND.

## **2. Legislation and Guidance**

This policy complies with:

- SEND Code of Practice 0–25 (2015)
- Children and Families Act (2014)
- SEND Regulations (2014)
- Equality Act (2010)
- Supporting Pupils with Medical Conditions (2014)
- Keeping Children Safe in Education

It should be read alongside:

- SEND Information Report
- Local Offer Submission
- Accessibility Plan
- Behaviour Policy
- Safeguarding Policy
- Medical Conditions Policy

## **3. Definitions**

A pupil has Special Educational Needs (SEN) if they require educational provision that is additional to or different from the education typically offered to pupils of the same age.

A pupil has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

SEND needs fall into four broad areas:

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

Many pupils have needs in more than one area.

## 4. Aims

Birch Copse aims to:

- Identify SEND early, accurately and sensitively
- Ensure high-quality, adaptive teaching is the first response to need
- Implement a consistent, effective graduated approach (Assess–Plan–Do–Review)
- Strengthen co-production with parents and carers
- Amplify pupil voice in planning and review
- Promote emotional wellbeing and resilience
- Ensure pupils with SEND are fully included in school life
- Build staff expertise through ongoing professional development
- Monitor provision rigorously to secure continual improvement

These aims reflect our commitment to creating an inclusive environment and continuously improving our practice.

## 5. Roles and Responsibilities

The SENCo is responsible for:

- Overseeing SEND provision
- Maintaining the SEND register
- Supporting teachers in identification, assessment and planning
- Leading Strategy Support Plans (SSPs) and Support & Achievement Plans (SAPs)
- Coordinating the EHCP process
- Monitoring the impact of interventions and adaptations
- Delivering and coordinating staff training
- Ensuring statutory SEND documentation is up to date and accessible
- Liaising with parents, carers and external agencies
- Reporting regularly to the Headteacher and SEND Governor

The Headteacher is responsible for:

- Ensuring the school meets statutory duties and that the SENCo has capacity and authority to lead SEND effectively.

Class teachers are responsible for:

- Delivering high-quality, adaptive teaching
- Implementing SSPs and SAPs
- Monitoring progress and adjusting support
- Working in partnership with parents and the SENCo
- Leading the APDR cycle for pupils in their class

Learning Support Assistants (LSAs) are responsible for:

- Delivering interventions and supporting pupils in class
- Promoting independence, not dependence
- Providing feedback to teachers and the SENCo

The SEND Governor is responsible for:

- Monitoring the effectiveness of SEND provision and supporting and challenging school leaders.

## 6. Identification of SEND

Identification is a continuous, holistic process that draws on:

- Teacher observations and assessment
- Pupil progress data
- Parent/carer feedback
- Behaviour, communication or sensory patterns
- External professional advice

We use a structured approach to identification, ensuring needs are not overlooked or misattributed and that parents are involved from the earliest stage. This aligns with West Berkshire's expectations for identification and early conversations.

## 7. The Graduated Response (Assess–Plan–Do–Review)

High-quality, adaptive teaching is the foundation of SEND support at Birch Copse.

Where additional support is required, pupils may receive:

- A Strategy Support Plan (SSP)
- A Support & Achievement Plan (SAP)
- An Education, Health and Care Plan (EHCP)

Plans are reviewed regularly and used consistently by all staff.

## 8. Strategy Support Plans (SSPs)

SSPs are used when a pupil needs consistent strategies, rather than measurable outcomes, to support their access to learning. SSPs are appropriate for:

- Pupils being monitored for emerging needs
- Pupils on the SEND register who benefit from structured approaches rather than targeted interventions
- Pupils with diagnosed or suspected neurodivergence (e.g. Autism, ADHD, sensory processing needs) who need specific adult approaches and environmental adjustments

### What an SSP includes

An SSP records:

- Strengths and interests
- Observed difficulties or patterns
- Clear strategies for staff to use consistently (e.g. movement breaks, visual supports, sensory adjustments, simplified instructions, predictable routines)
- Any environmental changes needed

SSPs promote shared understanding, consistency and early intervention.

### Reviewing SSPs

- Reviewed at approximately 3 months and again at 6 months
- Can continue, be stepped down, or lead to a SAP if targeted outcomes are needed

## 9. Support & Achievement Plans (SAPs)

A SAP is used when a pupil has identified SEND and requires provision that is additional to or different from what is ordinarily available.

SAPs offer a structured, outcome-focused plan that sits within the graduated response, aligning with West Berkshire's recommended planning format and expectations.

### When a SAP is appropriate

A SAP is used when:

- A pupil has recognised SEND
- Specific, measurable outcomes are needed
- Interventions or structured adaptations are required
- Multiple adults or professionals need to coordinate support

### What a SAP includes

SAPs follow the six West Berkshire domains:

- Development & Learning
- Communication
- Behaviour & Emotions
- Health
- Everyday Life
- Family & Community

A SAP sets out:

- Strengths, interests and pupil voice
- Primary and additional needs, using West Berkshire descriptors
- SMART, ambitious outcomes
- Strategies, interventions and adaptations
- Roles and responsibilities
- Timescales for review

### Co-production

SAPs are created and reviewed in partnership with:

- Parents and carers
- The pupil (in an age-appropriate way)
- The class teacher and SENCo
- External professionals when involved

### Review Cycle

SAPs are reviewed three times per year, evaluating:

- Progress toward outcomes
- Impact and fidelity of interventions
- What has worked well and next steps

If progress is limited despite high-quality support, strategies are adjusted promptly. A SAP may be stepped down to an SSP or provide evidence for an EHC needs assessment.

## **10. Education, Health and Care Plans (EHCPs)**

An EHCP is for pupils with the most significant long-term needs requiring high levels of support beyond what the school can provide through its delegated SEND budget.

When an EHC needs assessment may be requested

A request may be made when:

- The pupil has not made expected progress despite sustained, high-quality SAP support
- Needs are complex or severe
- Multiple agencies are required to support the pupil
- The level of provision needed exceeds ordinarily available resources

### The EHCP process

The SENCo:

- Gathers evidence from SAP cycles, assessments and professionals
- Submits the request to the local authority
- Ensures parental and pupil voice are central
- Coordinates the process with relevant professionals

Schools must use best endeavours to support the pupil throughout the assessment period.

### Provision for pupils with EHCPs

For pupils with EHCPs, the school:

- Implements all provision in Section F of the plan
- Briefs all staff working with the pupil
- Monitors progress closely
- Reviews the plan at least annually

The focus is on long-term, ambitious outcomes that promote independence, wellbeing and participation.

## **11. Interventions**

Interventions at Birch Copse are:

- Evidence-informed
- Delivered by trained staff
- Monitored for fidelity and impact

Interventions may include:

- Precision Teaching
- Toe by Toe
- Lexia
- Doodle Maths
- Speech and language programmes
- Social skills groups
- LEGO Therapy
- Emotional Literacy support
- Sensory Circuits

Pupils may also access assistive technology when appropriate.

## **12. Emotional Wellbeing and Behaviour**

Birch Copse uses a relational, inclusive approach to behaviour. Adjustments may include:

- Regulation breaks
- Quiet spaces or sensory areas
- Visual supports
- Emotion coaching
- Personalised behaviour guidance

Our culture prioritises emotional safety and belonging.

## **13. Working with External Agencies**

We work with many agencies including:

- Educational Psychology Service
- Speech & Language Therapy
- Occupational Therapy
- CAMHS
- Emotional Health Academy
- Autism and advisory services
- Therapeutic Thinking Support Team

External advice is incorporated into SAPs, SSPs and classroom practice.

## **14. Accessibility**

We ensure access to:

- The curriculum
- The physical environment
- Communication and information

Our Accessibility Plan sets out how provision will continue to develop and improve.

## **15. Inclusion in School Life**

Pupils with SEND are supported to participate in:

- Educational visits and residentials
- Clubs and enrichment activities
- Music, sports, art and drama
- Pupil leadership opportunities (e.g., School Council, Eco Council, Buddies, Ambassadors)

Risk assessments are used to ensure all pupils can participate safely and meaningfully.

## **16. Transitions**

### Into Birch Copse

- SENCo liaises with nurseries and professionals
- Extra visits and transition booklets available

### Within School

- Information shared between teachers
- Additional transition support as needed

### To Secondary School

- SENCo liaison and information handover
- Enhanced transition visits
- Joint planning for pupils with significant needs

## **17. Staff Development**

Staff receive training on areas including:

- Autism and ADHD
- Sensory processing
- Speech and language
- Emotion coaching
- Dyscalculia
- Protective behaviours
- Adaptation of teaching and the curriculum

Training is followed by opportunities for reflection, coaching and collaborative problem-solving to embed practice.

## **18. Working with Parents and Carers**

We are committed to:

- Open, respectful communication
- Ensuring parents understand SEND processes
- Involving parents in the identification and planning process
- Providing clear, accessible information
- Offering structured opportunities for feedback

## **19. Pupil Voice**

Pupils contribute to:

- Their SAPs and SSPs
- Review meetings (where appropriate)
- Discussions about what helps them learn and feel safe

We use a range of approaches to ensure pupil voice is captured effectively.

## **20. Monitoring and Evaluation**

The SENCo, Headteacher and SEND Governor monitor:

- Progress of pupils with SEND
- Implementation and impact of SAPs, SSPs and EHCPs
- Quality of adaptive teaching
- Intervention effectiveness
- Staff training and practice
- Attendance and wellbeing data

Findings inform strategic planning and continued improvement.

Date of last review: December 2025

Dates of amendments:

Date of next review: December 2026