Special Educational Needs & Disability (SEND) Policy

Date	Reviewed by	Agreed by governors	Next due for review
October 2022	S Cross	Nov 2022	Oct 2023
October 2023	A Walch	Nov 2023	Oct 2024
October 2024	M Pocock	Nov 2024	Oct 2025
July 2025	M Pocock	Dec 2025	Oct 2026
September 2026	KButt		December 2026 (align with Inclusion Strategy)

BEDS-created

Statutory

1-year review cycle

Believe to achieve! "Roots will grow down into God's love and keep us strong." Eph 3:17

Values: Friendship, Respect, Trust, Courage, Perseverance, Compassion

Brinkworth Earl Danby's is committed to providing a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured, and potential is maximised. We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world. We believe in a child's potential; being part of a community; being the best you can be.

In partnership with parents/carers, we aim to:

- create a happy, caring atmosphere in which each child feels secure and valued within an environment which is stimulating and attractive
- meet each child's needs physically, creatively, intellectually, emotionally and socially
- educate children about a diverse society and world to promote understanding and positive attitudes
- help the child acquire a set of moral and spiritual values that reflect our designation as a Church of England Voluntary Controlled Primary School
- inspire each child to be an enthusiastic learner and develop capabilities and attributes that 'build learning power'
- enable pupils to become confident and responsible citizens

Our ethos underpins our unique culture and behaviour in our Church of England School. Our children are at the centre of every decision made. We always ask 'of what benefit will this be to our children? Will this help support them to be the best they can be?' We go the extra mile. Whether it is staff, parents, children, governors or community members, we choose to make that extra effort for a better outcome for individuals and for our school community.

This policy is written with our vision, values, ethos, and aims at its heart.

Special Educational Needs & Disability (SEND) Policy

1. Aims

At Brinkworth Earl Danby's Primary School, we believe in providing a happy, stable and safe environment, which enables all pupils to enjoy learning and that all pupils are treated fairly to achieve. We are committed to offering an inclusive curriculum and ensuring the best possible outcome for each of our pupils whatever their needs and abilities. We believe that every child has the right to a high-quality education.

Our SEND Policy and SEND Information Report aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Coordinators (SENDCOs) and the SEND Information Report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCO is Mrs Maria Pocock (SENDCo@brinkworthearldanbys.wilts.sch.uk)

She will:

- Work with the SEND Governor to determine the strategic development of the SEND Policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options, and a smooth transition is planned
- Work with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Making sure that procedures for identification and assessment are observed

4.2 The SEND governor

The SEND governor, Catriona McBride (c.mcbride@Brinkworthearldanbys.wilts.sch.uk) will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher, Mrs Kelly Butt will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is a teacher of SEND and therefore is responsible for:

- The progress and development of every pupil in their class whilst ensuring they feel valued and secure
- Providing quality first teaching for all pupils
- 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
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Teaching Assistants

The teaching assistant are valued team members.

They will:

- liaise with both teaching staff and external agencies where appropriate, to support the class teacher in delivery the child's interventions as outlined in the IEP, IBP, SEN Support Plan or EHC Plan.
- Deliver, monitor and report to the class teacher about interventions that take place
- Supporting class teachers to ensure that all pupils have full access to the curriculum
- Discuss with the class teacher or SENDCO progress or areas of concerns about the children they work with

5. SEND Support and Specialists

Pupils who are identified as having SEND will be categorised by:

- Education, Health Care Plan (EHCP)
- SEN Support Plan
- SEND Support – Individual Education Plan/Individual Behaviour Plan (IEP/IBP)
- Concern

5.1 The kinds of SEND that are provided for

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

- Communication and interaction. This includes children with Neurodivergent qualities, speech and language difficulties, communication and imagination difficulties.
- Cognition and learning. This includes children who demonstrate features of moderate, severe, or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, dyspraxia and global delay.
- Social, emotional and mental health difficulties. This includes children who may have attention deficit hyperactivity disorder (ADHD, emotional based school non-attendance (EBSNA), anxiety or other mental health needs.
- Sensory and/or physical needs. This includes children with sensory, multi-sensory and physical difficulties, such as visual impairments, hearing impairments, processing difficulties, epilepsy, physical disabilities and/or medical needs.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress is:

- significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

At Brinkworth Earl Danby's C of E School, we identify the needs of pupils by considering the needs of the whole child and their desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

We also take into consideration what is NOT SEN but may impact on progress and attainment. These include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a service man/woman

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents'/carers' and child's views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will be placed on the SEND register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.

Assess: The class or subject teacher will work with the SENDCO 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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

Plan: Our aim is always to seek the most effective strategy to attain progress and achieve the desired outcome through:

- Planned adjustments, support and interventions to be put in place as appropriate including expected impact on progress and date for review, as outlined on the class provision map.
- Parents being made aware of planned support and interventions to reinforce at home.
- Formulate an IEP/IBP or SEN Support Plan with achievable targets.
- The strategies decided on may involve a child receiving additional group work or 1:1 support.

Do: 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. They will regularly review the effectiveness of the support and interventions and the impact upon the pupil progress.

- Effective and appropriate interventions
- Progress monitored and noted for adjustments
- Expectation that skills being taught are transferring and reflected in progress in class
- Pupil developing independence

Review: Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.

- The provision required for each child will be carefully planned to meet the specific needs of each child and when appropriate, school will seek and follow advice from additional outside professionals such as the Educational Psychology Service, Speech and Language Therapy Service and advisory teachers (SSENS).
- If a pupil makes accelerated progress through intervention and is no longer needing provision that is additional to/different from the rest of the class, an individual may be removed from the SEND register. This will be carried out in close consultation with teachers, parents/carers and other professionals involved with the pupil.

5.5 Supporting Pupils and Families

The Wiltshire Local Offer (https://wiltshirelocaloffer.org.uk) can be used by parents and staff as a guide to county provision.

Brinkworth Earl Danby's C of E Primary School sets out how it provides for children on the SEND register through its SEND Information Report published on the school website.

Arrangements are made to support those with SEND to access exams. This can be discussed with either the Headteacher or the SENDCo.

Some children may have an EHC Plan which outlines and addresses their health and social care needs as well as educational provision, and the SEND Code of Practice is followed.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting to which the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition into Beech Class (EYFS) when children first start at school is carefully planned with teachers visiting preschool settings if possible and conducting home visits to gain a clear picture of each child's needs before they start with us.

Transition arrangements continue once children have started school to support pupils with transition class to class and to new settings each year. These arrangements are carefully planned and tailor made to suit individual pupil needs. Extra visits, photographs and transition booklets are all used successfully to support children during this time in their education.

We work closely with local secondary schools to ensure a smooth and informed transition to Year 7. This includes transition meetings with secondary school staff as part of the child's Transition Review towards the end of Year 5, if they have an EHCP. This process usually includes the child having additional transition visits to their new school. For those children with SEND, but without an EHCP, we liaise with Year 7 staff throughout year 6. Additional transition visits are arranged when this seems appropriate.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching and drawing on our school's universal offer is our first step in responding to pupils who have SEND. This will be scaffolded for individual pupils.

Details of the interventions we provide can be seen in our SEND Information Report.

5.8 Complaints procedure

We try very hard meet the needs of all the children in our care and to help them to achieve their desired outcomes and to work in close co-operation with parents and other relevant agencies. If you have any concerns regarding your child's special needs, please speak to their class teacher first. If you continue to feel concerned, please raise the matter with the Headteacher, who will refer you to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The Parents Advisory Service is available to give advice and to put parents in contact with other support groups.

6. Monitoring arrangements

We regularly monitor and evaluate the quality and effectiveness of provision for pupils who are identified as having SEND. This is carried out through review meetings, parent/carer views, pupil voice, staff views, pupil progress meetings, by carrying out the SEND self-evaluation and by meeting with the SEND governor.

It is then reviewed by the Governors' Curriculum & Standards Committee **every year**.

This policy will be approved by the full governing board. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policies links to our policies on:

- Accessibility plan
- Behaviour and Anti-bullying
- Safeguarding
- Equality information and objectives
- Inclusion strategy (December 2026)