



Brookfield Community Primary School

Special Educational Needs & Disability (SEND) Policy

Written: July 2025
Review: July 2026

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2014 and has been written with reference to the following documents

- Equality Act 2010: Advice for Schools DfE 2013
- Schools SEN information Report Regulations
- Statutory guidance on Support Children with Medical Conditions (April 2014)
- The National Curriculum in England - KSI &2 Framework Document 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Co-Ordinator (SENCo), in liaison with the Senior Leadership Team (SLT), staff and parents of pupils with SEND (Special Educational Needs & Disability)

Roles and responsibilities:

The person responsible for managing SEND provision in school (SENDCo) is Mrs Beth Rowland

The inclusion governors are Barbra Gardener and Margaret Small.

At Brookfield Community Primary School, every teacher is a teacher of every child, including those with SEND.

At Brookfield Primary School, we are committed to working together with all members of our school community. We believe in achievement for all and we aim for all adults and children to participate in learning, and we celebrate the successes of all members of our community. We strive to create an inclusive culture and ethos in our school, and we aim to be responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills so that all children, irrespective of individual needs, make the best progress possible.

We value high quality teaching for all learners and actively monitor teaching and learning across all areas of school. We aim to create a calm learning environment which is flexible and challenging enough to meet the needs of all members of our school community. Where appropriate, children will access intervention spaces in school where bespoke learning and intervention can take place. The children know these as the den, the nest, the nook, the hive, the burrow and the cabin.

We monitor the progress of all learners: adults constantly assess, plan, do and review to ensure progress and learning is taking place. Our whole school system for monitoring progress involves regular pupil progress meetings which include the SENDCo.

Some of our children may require additional support so they can fully access the curriculum and make progress at the appropriate level.

At some point in their school life, a child or young person may have an additional special educational need which is described in the SEND Code of Practice as -

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age 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 the educational facilities of the kind generally provided for others of the same age in mainstream schools'

If a child is identified as having SEND, school will work closely with them and their family to provide provision that is **'additional to and different from'** the differentiated curriculum which is already in place. We aim to work together to overcome all barriers to learning.

The cabin

The Cabin is Brookfield's adapted provision. It is a specialist learning environment, carefully designed, resourced and staffed to meet the needs of pupils whose individual profiles indicate that a mainstream classroom is not currently suitable.

The adapted provision offers:

- A low arousal, structured environment with access to regulation spaces
- A high staff to pupil ratio, including consistent key adults
- An individualised, play based and developmentally appropriate curriculum
- A focus on sensory regulation, early communication and engagement in learning

Learning within The Cabin is directly linked to pupils' Education, Health and Care Plans (EHCPs), ensuring provision is targeted, measurable and focused on individual outcomes.

Pupils may be considered for The Cabin if:

- They have an EHCP indicating complex needs, particularly in communication, interaction, learning and / or behaviour
- There is professional agreement that a mainstream classroom is not currently appropriate.
- Parents/carers are in agreement that an adapted provision would better meet their child's needs

Aims of SEND Provision:

The objectives of our policy are:

- To work within the guidance provided in the SEND code of Practice (2014);
- To maximise outcomes for children with SEND and their families;
- To plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- To involve children and parents/carers in the identification and review of the targets set for individual children;
- To work in close partnership with parents/carers of children who have special education needs/disabilities;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To provide support and advice to all staff working with children with special educational needs and/or disabilities;
- To work in close partnership, where appropriate,

Identifying Special Educational Needs & Disabilities

Special Educational Needs and provision (2014) will be considered as falling into four broad areas -

Communication and Interaction: This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning: This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, or dyspraxia.

Social, Emotional and Mental Health: This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour. This also includes children who may be withdrawn or isolated, hyperactive or lack concentration.

Sensory and/or Physical Needs: This includes children with sensory, multi-sensory and physical difficulties.

The SENCo liaises closely with other members of the leadership team and class teachers to analyse data, and individually track children experiencing difficulties. Baseline information, EYFS information, SATs, PIVATs, standardised assessments, as well as specialist teacher screening and assessments are all used to identify children who may require additional intervention in order to achieve. The purpose of such identification is to work out what action and support school needs to undertake in order to ensure that a child's needs are met. At Brookfield Primary School we identify the needs of our children by considering the needs of the whole child, not just the special educational need and/or disability.

We also consider what is not SEND, but may still impact on progress, attainment and outcomes:

- Disability - the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability equality legislation.

These alone do not constitute SEN.

- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a looked after child (CLA)
- Being a child of service personnel

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions/adjustments and quality, differentiated teaching.

Children will only be placed on the SEND register if their needs are 'additional to or different from' the quality, differentiated teaching and learning opportunities already in place. The SEND register is kept by the SENCo, in consultation with teachers and parents/carers.

A Graduated Approach to SEND

A Graduated Response to Special Educational Needs

Where a pupil is identified as having special educational needs, the school takes action to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four-part cycle through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as 'the graduated approach'. The four key elements to this approach are: Assess, Plan, Do, and Review.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Where it is decided to provide a pupil with additional support (following a thorough assessment) the parents, teacher, SENCo and any other agencies involved agree the adjustments, interventions and support to be put in place. A learning plan is written providing details of the expected impact on progress, development and behaviour and includes a clear date for review. This is shared with everyone involved in working with the child and demonstrates good collaboration between home and school.

Do

The class teacher remains responsible for working with the pupil on a daily basis. Where interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. The class teacher works closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher with ongoing assessments of the pupils' strengths and weaknesses.

Review

The effectiveness of support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date. Reviews take place in collaboration with parents and the individual pupil and support in identifying next steps. As a minimum learning plans are reviewed and evaluated termly but this may be more frequent where they are used to address shorter term targets.

The review process will evaluate the impact of interventions, support and adjustments. It will also take account of the view of the pupil and parents. This review will be recorded on a child's learning plan. The class teacher, in conjunction with the SENCO, will revise the type and level of support and if necessary, the cycle will begin again.

Occasionally, a pupil may need more expert support from an outside agency such as the SEND team, Speech and Language Therapy, Educational Psychologist etc. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

The school or parents/carers should consider requesting an Education Health Care Assessment (EHC) where, despite purposeful and relevant action to identify, assess and meet SEND, the child continues to make limited, if any, progress. It is expected that there will be clear evidence of the action taken by the school as part of the SEND support plan. If a referral/request is made it does not mean the child will necessarily be granted an EHC Plan. It will be considered if a pupil has educational needs over and above what a mainstream setting can normally put in place across a range of differing needs, or can be met from within the current school support facilities and systems of support.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consult with specialists from outside agencies. We may involve specialists at any point including early identification of special educational needs and we will always request specialist advice where pupils continue to make little or no progress or where they work substantially below age related expectations. Parents will be involved with this process at all stages.

Children and Families can be directed towards the school's SEN report and Lancashire's Local Offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/> in order to make decisions about next steps for children.

Roles and Responsibilities

SENCO's Role

The SENCO is Mrs. Rowland. She is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing day to day operation of the SEND Policy
- Managing class and individual SEND records
- Regularly updating the SEND register
- Co-ordinating provision for children with SEND
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Liaising with the designated teacher where a Looked after Child has SEND
- Advising on graduated approach to SEND support
- Advising on use of delegated budget/other resources
- Liaising with parents of children with SEND
- Links with other education settings and outside agencies
- Liaising with potential next providers of education
- Ensuring that SEND records are up to date
- Contributing to and where necessary, leading the continuing professional development (CPD) of staff.

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The key characteristics of high quality teaching are:

- Well planned lessons with clear objectives
- High expectations of pupil engagement/involvement
- High levels of pupil interaction
- Appropriate adult questioning, modelling and explaining
- High quality feedback
- An emphasis of learning through dialogue
- An expectation that children accept responsibility for their own learning and behaviour

Teachers have high expectations for every pupil. With advice and support from the SENCO, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies and information about the types of special education needs from the SENCO.

Teachers must involve parents and pupils in planning and reviewing the progress of SEND children.

The views and aspirations of parents and children should be sought and regular updates on progress provided. All staff have access to:

- The Brookfield Community Primary School SEND Policy
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupil's Special Educational Needs and/or Disabilities including pupil profiles, outside agency reports, targets set and copies of their IEPs
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Access to information available through Lancashire's Local Officer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Head teacher:

It is the Head teacher's responsibility to:

- Ensure that the SENCO is able to influence strategic decisions about SEND
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least twice a year)
- Ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEN.

Governors

The Governing body of a voluntary controlled school must ensure that:

- The necessary provision is made for any child who has special educational needs
- Where the SENCO, the Head teacher or the appropriate governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs
- Parents/carers are notified of a decision by the school that SEND provision is being made for their child
- The Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the Head teacher
- The SEND policy is published on the school website
- A qualified teacher is designated as SENCO
- Arrangements are in place to support children with medical conditions
- Information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans
- The name of the person responsible for co-ordinating SEND provision is published in the school prospectus

The Governors of Brookfield Primary School are responsible for entrusting the Head teacher, Miss Lucas, to monitor Safeguarding and Child Protection procedures. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review SEND policy and all other statutory policies as defined by the DfE.

At school we pride ourselves on having strong links with other agencies. We work alongside:

- Educational Psychologists
- SENDIAS
- Clayton Brook Family Centre
- Children's Social Care
- School Nurse Team
- Community Paediatricians
- Child Adolescent Mental Health Service
- Woodbridge Outreach Team (specialist teachers)
- Bridge Speech and Language Therapy Service
- Occupational therapists and Physiotherapists

We use the Early Help Assessment process and Team Around the Family Meetings (TAF) to facilitate links with other agencies.

Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools forum. Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P. 2014)

Supporting Families and their children

At Brookfield Primary School, we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively.

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- Discussions with the class teacher
- Liaison with the Inclusion Team
- Parents' evenings
- Discussions with the SENCO or other professionals
- Learning or Behaviour Plans.

Parents are encouraged to comment on their child's learning plan with possible suggestions that could be incorporated. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required. In accordance with the Equality Act (2010), parents can access the school's SEND Information Report for further details of what Brookfield Primary School offers with regards SEND provision.

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with an Education, Health and Care (EHC) Plan will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001.

Supporting Children with Medical Needs

At Brookfield Primary School we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE.

Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed.

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent form for prescribed medication is in place to ensure the safety of both children and staff. This is in line with the school's medical policy.

School has access to Calpol and antihistamines, which can be administered to children with parental consent.

Where children are not toilet trained as a result of medical or special educational needs, they will be changed in school with a ratio of adults at 2:1. At Brookfield community school we encourage all families to ensure their children are toilet trained before starting school unless they have a medical or educational need that prevents them from being able to do so.

Transition Arrangements

Transition between school placements and key stages is fully supported at Brookfield Primary. Children and families will have the opportunity to access support from a member of the Inclusion

Team' within school in order to make smooth transitions.

Many strategies are in place to enable a pupil's smooth transition to and from Brookfield Primary School, as well as transition between year groups and key stages.

These include:

- Discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving
- All pupils attend a transition session where they spend time with their new class teacher
- Additional visits are also arranged for pupils who need extra time in their new school/class
- Brookfield staff liaise with the SENCOs from the secondary and nursery schools to pass on information regarding pupils with SEND

Monitoring and Evaluating SEND Provision in School

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The success of SEND provision and interventions for children on the SEND register are recorded on a learning plan which is updated on a termly basis, which helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year.

Complaints Procedures

If any parent has any concerns regarding the education of their child with SEND they should refer to the Complaints Policy which is published on the website. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Training and Resources

Training needs and resource implications are identified through pupil progress meeting. The Provision Map for intervention which is put in place is updated at least termly. The Senior Leadership team is responsible for quality assuring and overseeing provision in school. Teacher appraisals and professional discussions identify individual training needs. Training is put in place in response to these discussions. Resources are identified to meet individual needs through regular review of pupil attainment and progress. The SENCO regularly attends training to keep up to date with local and national updates in SEND.

Storing and Managing Information

Documents are stored securely in locked cabinets in school. Documents are also held with the CPOMS system which is password protected. Electronic transfer of records is done through CPOMS or recorded / hand delivery of documents.