

## 1. Introduction

At Brookwood Primary School we believe that all children have the right to a broad and balanced curriculum. We encourage every pupil to strive towards their full potential by meeting their educational needs and personal development to prepare them for roles as adult members of society. This policy outlines how, as a school, we meet these aims.

### 1.5 Definition of SEND:

1.6 At Brookwood, we use the definition of SEND and for disability from the SEND Code of Practice 2014. This states:

*SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

*Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day...**’*

## 2. Key Roles and Responsibilities

### 2.1 SENCo (Special Educational Needs Coordinator)

2.2 The SENCo has day- to- day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual children identified with SEND, including those who have statements of Education, Health and Care Plans (EHCP). Part of the role of the SENCo is to coordinate arrangements with the class teacher regarding those children identified with SEND and disabilities.

2.3 Inquiries about an individual child’s progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the SENCo (details below).

2.4 **SENCo Name:** Jaime Gridley  
**Contact details:** 01483 473315  
**National Award for SEND:** Jaime Gridley  
**SEND Governor** Liz Watson  
**Designated Safeguarding and Well Being Lead:** Amy Swan, David Gunning and Holly Hayward  
**Designated member of staff for CLA:** Holly Hayward  
**Designated member of staff for PP:**  
**Designated member of staff for meeting medical needs of pupils:**

## 3. How this policy was developed?

3.1 The new code of practice sets out clear expectations that parents/carers and pupils with SEND will be at the heart of decision making around policies and practices relating to their needs. SLT (senior leadership team) have agreed on a consultation process to achieve the identified priorities and outcomes. Feedback has been gained from teachers, teaching assistants, parents/carers, pupils and others, in the development of this policy with key aspects of the policy identified along with different stakeholders needs in response to the new legislation. Once the SEND policy has been signed off by governors.

#### 4. **How parents/carers can access this policy**

4.1 This policy is available to parents/carers of all children at Brookwood and parents/ carers of prospective pupils and can be accessed in the following ways:

- The school website
- A hard copy on request at the school office
- In a different format on request e.g. large print, in a language other than English.

#### 5. **Context**

5.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The Disability Discrimination Act (1995), amended by the SEND and Disability Act (2001)
- The National Curriculum in England Key Stage 1 and 2 framework Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

**“Every teacher is a teacher of every child or young person, including those with SEND.”**

#### 6. **Section 2: Aims and objectives**

6.1 Aims

6.2 Brookwood Primary School provides a broad and balanced curriculum for all children, regardless of their particular needs. Children are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are valued members of the school community. The Early Years Foundation Guidance and National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children.

- We expect all children identified with SEND will meet or exceed the high expectations set for them based upon their age and starting points.

- We set ambitious outcomes for all children.
- We will use our best endeavours to give children identified with SEND the support they need and enable all children to have full access to all elements of the school curriculum
- We aim to make all children confident individuals who will be able to make a successful transition onto the next phase of their educational journey and into adulthood.
- We want to ensure that parents/ carers are able to play their part in supporting their child's education and that each child has a voice in the process.

6.3 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

#### 6.4 Objectives

- To identify and provide for children who have special needs and disabilities, through a process of assess, plan, do, review, with children and their parents/carers at the centre.
- To work within the guidance provided in the SEND Code of Practice (2014).
- To develop a whole school approach of effective provision management through universal, school SEND support, specialist SEND support and statutory support for all children with special educational needs and disabilities.
- To ensure provision put in place is monitored and evaluated regularly so that it is effective in meeting the needs of learners with SEND.
- To provide a SENCo who will work with the SEND policy, to develop practice and provide support and advice for all staff.
- To ensure the views of parents/carers and their children are taken into account when planning support and provision.
- To ensure the views of parents/carers and their children are taken into account when producing policies and developing practice relating to children with SEND.

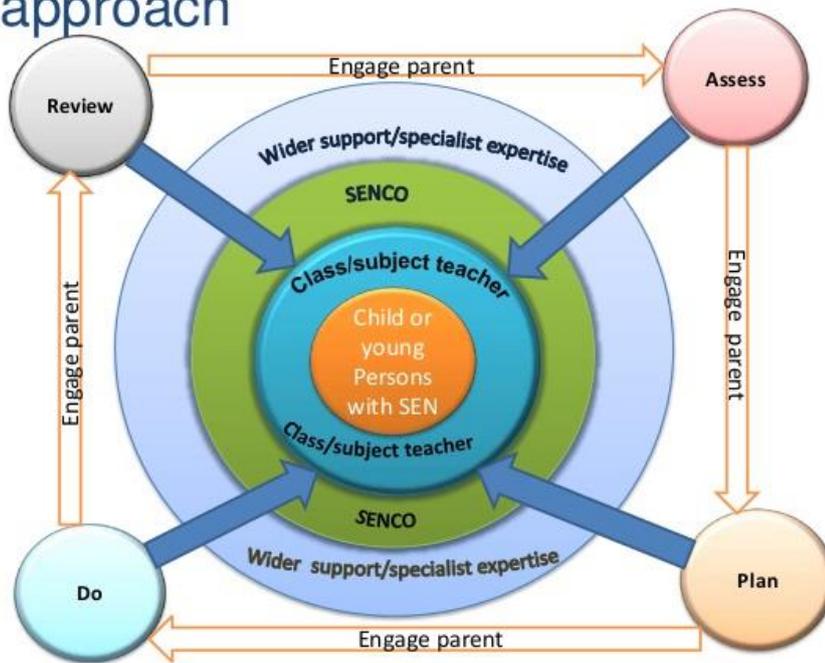
### 7. **Section 3 Identifying Special Educational Needs**

7.1 At Brookwood Primary, we will identify the needs of a child by considering the needs of the whole child, which are broader than just the special educational needs of the child and young person. The purpose of identification is to work out what action the school needs to take in order to address the needs of each child. Education provision will be matched to the needs of each child as a whole.

7.2 The SEND Code of Practice (2014) describes 4 broad categories of need, and gives an overview of the range of needs that it is necessary to plan for. These categories are:

- 7.3            **Communication and Interaction**  
                 Including Autistic Spectrum and Language and Communication disorders
- 7.4            **Cognition and Learning**  
                 Including specific learning difficulties, moderate learning difficulties and developmental delay
- 7.5            **Social, Emotional and Mental Health**  
                 including ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
- 7.6            **Sensory and/or Physical**  
                 including vision impairment, hearing impaired, physical disabilities, medical disorders
- 7.7            At Brookwood Primary, we recognise that behaviour is not an acceptable way of describing SEND, but an underlying response to an unmet need. As a school, it is important that we recognise this and identify the unmet need as soon as possible.
- 7.8            At Brookwood Primary, we recognise the importance of considering what is **NOT SEND** but may impact on progress and attainment;
- Disability
  - Attendance and Punctuality
  - Health and Welfare
  - EAL (English as an additional language)
  - Being in receipt of Pupil Premium
  - Being a Looked After Child
8.            **Section 4: Managing children’s needs of the SEND Register**
- 8.1            How do we decide whether to make special education provision?
- 8.2            At Brookwood Primary, we follow the Graduated Approach and Surrey ‘SEND Profiles of Need’ when identifying and supporting children with SEND.
- 8.3            The Code of Practice states that ‘all teachers are teachers of children with SEND’. At Brookwood Primary we have a whole school approach to SEND support. We work together to follow a cycle of assess – plan – do – review.

### 3. The reform vision: A whole school approach



- 8.4 Class teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants and specialist staff.
- 8.5 All staff at Brookwood have a shared understanding of Quality First Teaching (QFT). Universal support is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. This is the first step in responding to pupils who may have SEND. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.
- 8.6 The progress of every child in the school is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with a member of SLT and SENCo and a change in provision through QFT and/or additional provision is agreed. The SENCo is responsible for updating the Provision Map.
- 8.7 Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
- 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
- 8.8 Expected progress may also not be made if
- a child has greater difficulty in learning than the majority of children of the same age;

- a child has a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

8.9 As part of the graduated approach, we follow the cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

8.9.1 **Assess:** We will ensure that we regularly assess all children's needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parent/carer and the child. In some cases, we will draw on the assessments and guidance from other educational professionals and from health and social services where appropriate.

8.9.2 **Plan:** Where SEND Support is required, the class teacher will invite the parents/carers to a meeting to formally let them know that their child is being placed at SEND support, discuss assessments that have been completed and agree a plan and provision for the child, giving expected impact on progress, development or behaviour, along with a date for review. Targets will be shared with the child using child friendly language and all staff working with the child will be made aware of the plan.

8.9.3 **Do:** The class teacher remains responsible for working with the child on a daily basis. The class teacher will liaise closely with TAs or specialist staff who support the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

8.9.4 **Review:** The plan including the impact of the support and interventions will be reviewed each term by teacher, SENCo, parent/carer and the child. This will involve the planning of next steps for a further period or where appropriate, the removal of the child from SEND Support.

## 9. **SEND: What might the provision look like?**

9.1 We believe that all children learn best with the rest of their class. However, considering a child's individual needs, it may be necessary for some learning support to take place outside the classroom. Such children may need additional or different help from that given to other children of the same age. Our aim is for all children to be working independently, in class, at the cusp of their best. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

9.2 When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

9.3 The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. SEND support can take many forms, for example:

- a specialist learning programme for a child
- extra help from a teacher or TA within the classroom.
- adaptation of resources
- working with a child in a small group
- observing and supporting a child in the playground
- helping a child participate in class activities
- making sure a child has understood by encouraging them to ask questions or try something they find difficult

- supporting a child with physical or personal care difficulties, such as eating, mobility around school, toileting or dressing
- helping a child to work with other children in class or to play with other children at break
- using strategies suggested by other educational professionals within the classroom
- providing more structured activities for a child at break time
- spending some time in a different class to access a different curriculum

## 10. **Paperwork for children at SEND support**

10.1 Once a child has been identified as needing SEND support, a plan will be created for the child. There are two levels of SEND support; school SEND support and specialist SEND support. Children at specialist SEND support will require more support than those at school SEND support. For both categories the child's SSA (Send Support Arrangements) will include details on the child's strengths, difficulties, outcomes, targets and strategies to be used. This will be created in collaboration with parents/carers, and where appropriate the child.

10.2 We would expect the majority of children with SEND to be supported at SEND support.

## 11. **Moving to an EHCP (Education, Health and Care Plan)**

11.1 If children do not make progress at school SEND support, and then specialist SEND support, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, we follow the guidance given in the Surrey 'Profiles of Need' and we apply for an EHC Plan if:

- The amount of support a child needs to make progress exceeds the budget the school receives to support children at SEND support
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

11.2 If the application for an EHC Plan is successful, a member of the Local Authority will gather contributions from parents/carers, the child and the school together with any health or social care professionals who are involved with the family. Once the LA have gathered and read all contributions they will produce the EHC Plan which will record the decisions made at the meeting.

## 12. **Section 5: Working with Parents/ carers and Children**

12.1 **The school works closely with parents/ carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents/ carers. Parents/carers have much to contribute to our support for their child with special educational needs. Any parent/ carer with parental responsibility will be contacted by the SENCO to ensure their views are gathered and information shared.**

12.2 We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at parents'

meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

12.3 Parents/ carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching. Otherwise, provision can be put in place through the assess, plan, do, review process

12.4 This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

### 13. **Section 6: Supporting Children with Medical Conditions**

13.1 Brookwood Primary is an inclusive community that aims to support and welcome children with medical conditions and aims to provide those children with the same opportunities as others in the school and give them full access to education, including school trips and sport.

13.2 Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010 and Department for Education's guidance released in April 2014 "Supporting students at school with medical conditions."

13.3 Some children may also have special educational needs and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their educational provision, and here the SEND Code of Practice is followed.

### 14. **Section 7 Monitoring and Evaluation of SEND**

14.1 The SENCo is responsible for monitoring provision of SEND and reports regularly to the Senior Leadership Team. Brookwood Primary has a SEND Governor who, together with the Local Governing Committee (LGC), is responsible for monitoring the implementation of the Code of Practice. The SENCo provides regular SEND reports for the LGC.

### 15. **Section 8: Training and Resources**

15.1 Brookwood Primary recognise the importance of a well-trained staff in order to deliver high quality support to children with SEND. There are opportunities for staff to attend in-service training as well as courses relating to the Code of Practice. The school is committed to supporting every teacher as a teacher of SEND. Training is provided for all new members of staff to ensure they are able to undertake their role in accordance with the Code of Practice guidelines. The SENCo has gained the National SENCo Award. Individual staff have trained as, HLTA (Higher Level Teaching Assistant), Manual Handling, managing behaviour, amongst others. The SENCo attends local network meetings regularly.

### 16. **Section 9: Roles and Responsibilities**

16.1 The Role of the SENCo

16.2 The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. This includes:

- managing the day-to-day operation of the policy;
- maintaining the SEND register
- co-ordinating the provision for and managing the responses to children's special needs;
- supporting and advising colleagues;
- overseeing the records of all children with special educational needs;
- acting as the link with parents/carers;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting to the LGC;
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- attending relevant training;
- contributing to the professional development of all staff.
- Managing the effective transition for children with a change of school or provision – with a clear focus linked to the challenges of leaving primary to go to secondary.

## **17. The Role of the Head Teacher**

17.1 The Head teacher informs the LGC of how the funding allocated to support special educational needs has been deployed.

## **18. The Role of the LGC**

18.1 The LGC has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

## **19. The Role of the SEND Governor**

19.1 The LGC has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **20. Section 10: Storing and Managing Information**

20.1 Information at Brookwood Primary is stored in line with Surrey policies on Management of Information and Freedom of Information.  
All staff are aware of sharing information on a 'need to know' basis. Class teachers have access to a protected folder on the school computer system, which contained relevant information about the children in their class.  
Reports associated with children's SEND is stored in the lockable SENCO office.  
More sensitive information is stored in locked filing cabinets in the SENCO office.  
Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

## **21. Section 11: Reviewing the Policy**

21.1 The LGC reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCo reports the outcome of the review to the full LGC.

## 22. **Section 12: Accessibility**

22.1 The Disability Discrimination Act (1995), as amended by the SEND and Disability Act (2001), places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

22.2 For more information please refer to the following:  
Accessibility Plan – available on our website or on request, from the school office.

## 23. **Section 13 Dealing with complaints**

23.1 Any queries a parent/carer has about their child must first be addressed to the class teacher involved. The class teacher will then be able to discuss the child and to offer support and advice. If the parent still has queries, then the matter should be referred to the SENCo. In the event of continued queries, the Head Teacher will then meet with those involved to discuss the concerns and offer possible solutions.

23.2 If parents/carers are unhappy with the outcome of a stage 1 complaint, they have the right to escalate the complaint to stage 2, where a governor will investigate the matter. If the issue is still not satisfactorily resolved, then parents/ carers have the right of appeal to stage 3, where a complaint review panel comprising of two school governor's/academy trustees and one independent member will be convened.

## 24. **Section 14: Bullying**

24.1 Brookwood Primary has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

24.2 For more information please refer to the following:

- Behaviour and anti-Bullying Policy - available on our website or on request, from the school office.

## 25. **Section 15 Appendices**

25.1 SEND Information report  
Surrey 'SEND Profile of Need'  
Linked Policies

Useful documents

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

26. **Glossary of Terms (From SEND Code of Practice January 2015 (DFES))**
27. **Annual review:** the review of an EHC plan which the local authority must make as a minimum every 12 months.
28. **Early Help Assessment:** A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.
29. **Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
30. **Graduated approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
31. **Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.
32. **National curriculum:** This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.
33. **Personal Budget:** A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.
34. **Special Educational Needs (SEND):** 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
35. **Special Educational Needs Co-ordinator (SENCo):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.

36. **Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school or to study at college.

Acronyms used in policy

DSL	Designated Safeguard Lead
EHCP	Education and Health Care Plan
LA	Local Authority
LGC	Local Governor Committee
QFT	Quality First Teaching
SENCo	Special Educational Needs Co-ordinator
SEND	Special Education Needs and Disabilities
SLT	Senior Leadership Team
SSA	Send Support Arrangements
TA	Teaching Assistant

Date approved: May 2022

Due for Review: May 2023

Persons Responsible: Jaime Gridley

Approved by: Local Governing Committee