

Brookfield Park Primary School



SEND Policy September 2025

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Special Educational Needs Policy

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

Mission Statement

- The school will be an educationally inclusive school - one in which learning, achievements, attitudes, well-being and the happiness of all members of the school community matters.
- The school will provide a challenging, broad and exciting curriculum that extends into the world beyond the classroom, which will actively encourage, motivate and develop the talents of everyone in school.
- The school is committed to being a healthy and safe school. Everyone here recognises that investing in emotional, mental and physical health and providing a safe, secure environment is important. Through PSHRE, the school will support children in gaining the knowledge and skills required to keep themselves safe, healthy and happy, and thrive in their future.
- The school will ensure that all learning takes place within a collaborative, vibrant, stimulating and quality environment which meets the needs of our children.
- The school will build the qualities of citizenship, in which children will be given opportunities to take ownership and responsibility and be encouraged to make positive contributions to their own learning, the learning of others, the school and broader society.
- The school will help children develop self-confidence and resilience and therefore independence, to enable them to become life-long learners, who make good choices and decisions.

Statement of intent

At Brookfield Park Primary school, the emphasis is on a whole school approach. The staff and Governors of Brookfield Park Primary School believe that every pupil in our school has an entitlement to develop to their full potential. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. We value all pupils and celebrate diversity of experience, interest and achievement. We recognise that all pupils need to experience praise, recognition and success and that SEND pupils have equal entitlement to this.

Therefore we intend:

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by Lancashire Education Authority.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Where a child is identified as having special educational needs a Learning Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.

- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make referrals to outside support agencies when necessary.

Code of Practice

The term 'special needs' has a legal definition. Children have special educational needs if he or she has a significantly greater difficulty in learning or has a disability that makes it harder for them to learn than the majority of children the same age. Therefore, all staff are dedicated to ensuring that the needs of all of the children are met by planning and delivering provision to the children in order for them to succeed and reach their full potential within our nurturing ethos.

Section 1.

Legal framework

1.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018

- The General Data Protection Regulation 2018

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

1.3. It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and the Equality Scheme. It is an essential part of all curriculum policies.

Section 2.

Identifying SEND

At Brookfield Park Primary School we have a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Section 3.

Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and his or her needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

Pupils with learning difficulties may require support - the school will offer learning support.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Section 3:

Aims and Objectives

Aims:

In order to achieve our aims and to ensure that children with special educational needs and disability achieve their full potential and make progress we will:

- Raise the aspirations of and the expectations for all pupils with special educational needs and disability.

- Provide a focus on the impact of provision and support for children with special educational needs and disability.
- Provide children with a fully inclusive and appropriately challenging curriculum in which all children can thrive and achieve.
- Ensure that the special educational needs and disability children are identified, assessed, monitored and provided for.

Objectives:

1. To effectively identify and provide for pupils who have special educational needs and disability and monitor the impact of the provision provided through learning plans, termly progress meetings and Educational Health Care (EHC) plan reviews for children identified with an EHC plan.

We ensure that we:

- a) Effectively identify children with a special educational or additional need
- b) Have an open line of communication with support staff regarding the impact of their intervention and effective ways to monitor it.
- c) There is clear communication between SLT, DSL, class teachers, support staff, parents/carers, our Learning Mentor and Nurture base staff and staff from outside agencies, to ensure that the needs of the whole child are being met.
- d) Provide regular opportunities to evaluate learning plan's and encourage staff to discuss concerns together and agree ways forward for the child.
- e) Use data from SATS, EYFS early learning goals, PIVATs and other teacher assessments, to track and monitor progress made by identified children.

2. To work within the guidance provided in the SEND Code of Practice, 2014

To ensure this objective is met we :

- a) Ensure that the SENDCO will attend regular SENDCO cluster meetings provided by Lancashire to keep updated with current and relevant practice.
- b) Ensure that the SENDCO meets regularly with other SENDCO's in Lancashire to discuss best practice and effective ways to lead SEND in the primary school.
- c) Ensure that the SENDCO attends any other relevant training and also arrange other staff to complete relevant training where necessary.

3. To provide support and advice for all staff working with special educational needs and disability children.

This will be achieved through:

- a) **SENDCO meeting termly with support staff to discuss effective methods to deliver support to identified children.**
- b) **SENDCO having regular discussions with staff regarding provision for identified children and ensuring any suggestions and advice from outside agencies is in place.**
- c) **SENDCO arranging staff meetings when appropriate to brief staff on any information regarding strategies for providing an inclusive environment and curriculum to SEND children.**

4. Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.

We ensure that we:

- a) **Draw on advice and expertise of relevant outside agencies to provide support for identified children.**
- b) **Continue to develop close working relationship with a variety of outside agencies including, school nurse team, Early help team, Specialist inclusion teachers, COMPASS (mental health support), Occupational therapists etc...**

5. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

We ensure that we:

- a) **Regularly review and evaluate Learning plans to ensure that children are given the most appropriate provision in order for them to make progress.**
- b) **Ensure that all staff are adopting a nurturing style when delivering support to SEND children, in cohesion with our school ethos.**
- c) **To provide support and advice to support staff who are involved with working alongside SEND children.**

- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)

Section 4

Roles and responsibilities

The SLT will be responsible for:

- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the accessibility plan, showing how the school intends to progressively improve access over time.
- Publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan on the school's website.
- Ensuring arrangements are in place to support pupils at school with medical conditions.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor to oversee the school's arrangements for SEND.

- Preparing the SEND information report and publishing it on the website.
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on a regular basis.

The SENCO will be responsible for:

- Collaborating with the governing board and SLT, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the SLT to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teacher where a LAC has SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the SLT, identifying any patterns in the identification of SEND within the school and comparing these with national data.

- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

Classroom teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Drawing up a one-page profile (when appropriate) of a pupil with SEND.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include SLT and SENCO.

Section 6

EYFS

The school ensures all staff who work with young children are alert to emerging difficulties and respond early.

The school will ensure staff listen and understand when parents express concerns about their child's development.

The school will listen to any concerns raised by children themselves.

Section 7

Children with specific circumstances

LAC

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The school has a designated member of staff for coordinating the support for LAC.

Where that role is carried out by a person other than the SENCO, designated teachers should work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.

It is necessary to consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

Section 8

Admissions

The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.

• Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.

- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Section 9

Involving pupils and parents in decision-making

Parents of pupils with SEND are encouraged to share their knowledge of their child; the SLT and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will be notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

Learning plans will be reviewed termly and shared with parents to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Section 10

Graduated Approach

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

Section 11.

Assessment

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND *where the pupil's needs cannot be met through the resources normally available within the school.*

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track their progress towards these goals.
- Review additional or different provisions made for them.

- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

Section 12

Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO as well as external agencies and online courses, where appropriate.

Training will cover both the mental and physical needs of pupils with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENCO
- Implementing support measures
- Monitoring the success of those support measures

- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

Section 13

Promoting mental health and wellbeing

The curriculum for PSHRE will focus on promoting pupils' resilience, confidence and ability to learn.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Where appropriate, the school will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- Nurture group provision

Section 14

EHC plans

If a child has needs greater than those that can be met within school provision in place, then they may decide to apply for an EHCP (Education Health Care Plan). This will be discussed with parents and the SENDCO will complete application gathering evidence from all professionals involved with the child and also advice from parents.

Details of the EHCP process can be found on the link on the SEND page of our school website.

Section 15

Data and Record Keeping

The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- The school keeps data on the levels and types of need within the school and makes this available to the LA.
- The SEND information report will be prepared by the governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.
- All information will be kept in accordance with the school's and GDPR Policy.

Section 16

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the head teacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

23.2. The school will adhere to the Pupil Confidentiality Policy at all times.

24.Resolving disagreements

24.1. The school is committed to resolving disagreements between pupils and the school.

24.2. In carrying out of duties, we:

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- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Policy and Procedures for Handling Complaints, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

24.3. The school's Policy and Procedures for Handling Complaint will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

25.Publishing information

25.1. The school will publish information on our website about the implementation of the

SEND Policy.

25.2. The governing board will publish details of the SEND information report on the website.

25.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

26.Monitoring and review

26.1. The policy is reviewed on an annual basis by the SLT in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff.

26.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

26.3. The next scheduled review date for this policy is June 2021.