



Brennand's Endowed CE Primary School Special Educational Needs and Disability Policy

Name of policy	Special Educational Needs and Disability (SEND)
Author	Catherine Taylor / Kate Taylor
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This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014 (updated September 2024).

It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies.

It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014, lasted August 2017
- Ofsted Section 5 Inspection Framework, May 2019.
- Teachers Standards July 2011
- National Inclusion Statement
- Relevant National Curriculum frameworks/documents
- Keeping Children Safe in Education document September 2024
- Working together to safeguard children 2015

Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010.

The school's SENDCOs are Catherine Taylor and Kate Taylor.

The Governor with responsibility with Special Educational Needs is **TBC**.

Provision for pupils with special educational needs is underpinned by our Vision:

In our Christian family, we Encourage, Serve and Respect everyone and shine in the light of Jesus.

As members of God's family, at Brennand's Endowed Church of England Primary School, we aim to love one another as Jesus loves us. (John15 :12-13)

We do our best to Encourage, Serve and Respect everyone. (1Thess 5:11)

Every teacher is a teacher of every pupil, including those with special educational needs. The staff and Governing Body at Brennand's Endowed CE School believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced

academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

This SEND policy details how, at Brennand's Endowed CE School we will work together to ensure the necessary provision is made for any pupil who has special educational needs and that those needs are known to all staff that are likely to work with them. We will ensure that teachers are able to identify and provide for pupils with special educational needs whilst allowing for them to participate in all school activities.

At Brennand's Endowed CE School we believe all pupils can achieve their best in all aspects academically, in sport, in music and in the arts. We believe in the importance of nurturing self-belief and mutual trust and self-esteem, in educating the whole child in preparation for life in an ever-changing world. Our focus is on providing all pupils with opportunities which they can participate in, make progress in their learning and prepare for their future. Providing the best support for SEND children is important to everyone at Brennand's Endowed CE School and will be delivered in a variety of ways with help from a range of specialist support networks.

Aims of our SEN provision

- To offer a broad, balanced and differentiated curriculum that is accessible to all pupils.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- Ensure children thrive, feel safe and belong in an inclusive supportive and loving environment
- Identify pupils who have special educational needs as early as possible, making appropriate arrangements to meet those needs.
- To keep appropriate records and to monitor pupil progress.
- To ensure good working relationships with parents, carers and the wider community.
- To work with other agencies to develop appropriate provision for all our pupils with Special Educational Needs.
- To make the best use of available resources.

Special Educational Needs and Disabilities Policy Objectives

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy.

We use 'must' when referring to a statutory requirement. All items in italics are taken directly from the SEND Code of Practice 2015

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we must do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator (SENDCo)
- inform parents when we are making special educational provision for their child
- prepare a SEND information report, which we publish on our school website
- state our arrangements for the admission of disabled children
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

Definitions

A pupil has SEN 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 the 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The four broad areas of need identified in the Code of Practice are:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be due to difficulties saying what they want to say, understanding what is being said to them or because they do not understand or use social rules of communication. This area of need includes children with Autism.

Cognition and learning

Children may experience difficulties with all or some areas of learning. The cognition and learning area of need includes children with Severe (SLD), Moderate (MLD), and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties. Children may have more specific difficulties such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment difficulties.

Sensory and/or physical needs

These include vision impairment (VI) and hearing impairment (HI). Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The definition of disability under the Equality Act 2010 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 activities’.

This definition provides a relatively low threshold and includes more children than may be expected: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Some children in our school may be underachieving, this could be caused by a poor early experience of learning but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'. Difficulties related solely to English as an additional language are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability. The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- English as an Additional Language

Roles and Responsibilities

The SENDCO

- *6.88 The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.*

The SENDCOs at our school are Catherine Taylor and Kate Taylor.

Our SENDCO will oversee the day-to-day operation of this policy and will: -

- Be a qualified teacher.
- Strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Maintain and analyse our whole-school provision map for vulnerable and disadvantaged children.
- Identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and with Education Health and Care plans.
- Co-ordinate provision for children with SEND.
- Liaise with and advise teachers and other classroom / targeted support staff
- Manage the records on for children with SEND.
- Liaise with parents of children with SEND, in conjunction with class teachers
- Support teachers to hold SEND support meetings termly to ensure children with SEND have their needs met.
- Contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development.
- Support staff to review and revise learning and wider outcomes on IEPs.
- Co-ordinate multi agency meetings and statutory Annual Reviews for children with an Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners.
- Ensure effective and timely transition arrangements for children moving into and out of our school.

- Evaluate regularly the impact and effectiveness of all additional interventions for children with SEND.
- Follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes.
- Attend SENDCo network meetings and training as appropriate .
- Liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND.
- Liaise closely with a range of outside agencies to support vulnerable learners
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Governors

Our Governing Body works with our Headteacher to ensure that our school meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using their best endeavours and the Equality Act 2010.

6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

• 6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

In our school, a SEND Governor is appointed to work directly with the SENDCO and other members of the senior leadership team to monitor SEND and report to the governing body about matters related to SEND.

Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Children in Care has strategic responsibility for the inclusion of children who are adopted or in Local Authority care and will work in close partnership with the SENDCO where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited. New staff receive induction, an induction pack and are signposted to our school website. Staff are made fully aware of the SEND Policy and of the children in their care with SEND. All staff have completed the Keeping Children Safe in Education and Safeguarding children training.

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND. The class teacher is the key person in ensuring the needs of the individual child are met as they work with the children every day. The Class teacher is responsible for:

- Planning the curriculum and checking on the progress of all children, including those with SEND.
- Working with support staff and external agencies to ensure appropriate provision for those children who may need provision which is 'addition to or different from'.
- Identifying, planning and delivering any additional help children may need through well differentiated lessons, staffing support and resources.
- Writing Individual Education Plans (IEPs) and sharing and reviewing these with parents each term and planning for the next term (sooner if needed).
- Quality First Teaching and adaptation within the classroom.
- Ensuring that the school's SEND Policy is followed in their classroom.
- Ensuring that children receive targeted learning and intervention if and when needed.

Teaching Assistants (TAs):

We have a team of TAs, who are trained to deliver SEND provision. They may work with individual or small groups of children both supporting access to learning and delivering specific intervention.

Teaching assistant support should never replace quality first teaching but enhance it.

Identifying Special Educational Needs

We are aware some pupils with SEND can have difficulties in more than one area. The purpose of identifying a child's areas of difficulty is not to categorise them but to help us plan the most appropriate actions to support them. When identifying possible Special Educational Needs, we will build a profile of the whole-child's strengths and needs to identify strategies and interventions that may be effective in supporting the child's learning and development.

We follow a graduated approach to meeting the needs of individual children; **Assess, Plan, Do, Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting pupils to achieve good progress and outcomes.

We assess each pupil's current skills and levels of attainment on entry to school, when they move to our school from other settings and between Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress is slower than that of their peers or fails to match their previous rate of progress despite high quality teaching and differentiation within the classroom.

At this point we will put a targeted intervention in place. This may be 1:1 or as part of a smaller group. If after intervention expected progress has not been made an individual Education Plan (IEP) is written. This IEP will identify a pupil's strengths and set Specific Measurable Achievable Realistic Timed targets (SMART) targets. The views of pupils and parents contributes to the IEP.

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a pupil expected progress has not been made, the SENDCO or parents may consider requesting an Education, Health and Care Needs assessment. The decision to request such an assessment will be in consultation with parents and any specialists involved with the pupil.

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that pupil. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers
- pupil
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether to issue an Education, Health and Care Plan (EHC). Further information can be found on the LCC website www.lancashire.gov.uk/SEND

The Local Authority must review the plan every twelve months as a minimum. Brennand's Endowed CE School have a duty to hold annual review meetings and complete the appropriate paperwork for this process.

Levels of support School-based SEND provision

Monitoring list: Pupils receiving support via adaptations within the classroom maybe added to the schools monitoring list. This may also include children who have previously been on the register or who have a diagnosis but who do not need SEND provision.

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

Provision

Once a pupil has been identified as having SEND then the formal process begins. We must take action to remove barriers to learning and put effective special educational provision in place. This is called the Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review.

Assess

We assess a child's needs through ongoing observations and assessments.

Plan

Plan how to meet the needs identified. This will be recorded on the child's Teaching and Learning Plan (IEP). The pupil will also be asked to contribute their voice to decisions about their strengths, likes and how they want to be supported.

The IEP will show the support that will be offered. The plan will:

- Be outcome focussed where the desired benefit from any target area is clearly identified and used to evaluate the impact of any provision.
- Outline a range of specific provision and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes, the provision and any teaching strategies and approaches that have been agreed.
- Be used as a working document to record any notes and progress which can be used within the review. Parents and carers will receive a copy of this plan.

Do

Implement these plans through adapted teaching, interventions and support.

Review

The impact of any additional support offered will be reviewed each term. The class teacher and any staff working with pupils will review the IEP. Parents and carers will be invited to attend reviews along with pupils where this is appropriate. Where the pupils' needs are more complex and they receive support from a range of specialist agencies a meeting will be arranged so that all key parties can contribute. At the review the following will be considered:

- Impact of provision of short term targets towards the identified outcomes.
- The views of the pupil.
- The views of parents and carers and any specialist agencies.
- Next steps with adjustments to the provision and support offered in order to meet the new short term targets agreed.

The cycle then repeats itself with new needs and targets identified.

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupils' area of need, school staff will consider involving appropriate specialists, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the pupil to make progress towards the desired learning and development outcomes. The decision to involve specialists must be taken with the consent of the pupil's parents. The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Supporting Pupils and Families.

School works closely with parents in the support of pupils with SEND. We encourage partnership through on-going dialogue with parents and carers. Parents are the most important person in the pupil's life and have much to contribute in supporting their child.

Regular meetings take place to share pupils' progress and we inform parents of any external intervention, explaining the decision-making process clearly.

A transition programme is in place for children as they move to the next class, across Key Stages and educational phases (such as nursery to Foundation Stage or from Primary to Secondary education).

School is also able to signpost parents to independent external support agencies such as SENDIAS.

Supporting Pupils with Medical Conditions

We recognise that pupils with medical conditions should be effectively supported so

that they have full access to education including trips and physical education. 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). Some children with medical needs may also have SEND and may have an Education and Health Care Plan.

Monitoring and Evaluating SEND Provision

We recognise the importance of monitoring and evaluating SEND provision. All teachers have a key role in monitoring pupil progress and the identification of pupils need.

The SENDCO monitors provision for SEND, including monitoring IEPs and regular discussions with class teachers. Regular discussions ensure the SENDCO is made aware of any other pupils who may require support.

Continuing Professional Development for the SENDCO and other staff contributes to an effective provision for all pupils. Where appropriate pupil voice is collected to support provision.

A SEND report to Governors is produced termly and this is discussed with the SEND Governor to feedback to the full Governing Body.

The aim of the Evaluating and Monitoring arrangements is to ensure an active process of review and improvement of provision for all pupils.

Training and Resources

At Brennand's Endowed CE school it is our belief that the best resource we have is the time and attention of well-trained staff. Teachers work closely with Teaching Assistants to provide clear, targeted support to pupils with key learning skills and for emotional and behavioural needs. Training needs are identified in discussions between staff and through staff appraisal. A variety of resources are available in school and the SENDCO advises staff about appropriate resources and equipment to support pupils. The SENDCO regularly attends training provided by the Local Authority to keep up to date with the current SEND best practice.

Bullying

At Brennand's Endowed CE School, we treat each other with dignity and respect striving to live lives that reflect our Christian Vision. We seek that each person be enabled to flourish whatever their differences. All pupils are entitled to learn in a caring and safe environment without the fear of being bullied. Discussions in assemblies and PSHE make clear that bullying is wrong and will not be tolerated. All staff understand that pupils with SEND may be more prone to experience bullying, including online bullying.

Our Anti-Bullying Policy is available on the school website or a paper copy is available from the school website.

Safeguarding pupils with SEND

We are aware pupils with SEND **may** have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. The additional barriers that can exist when recognising abuse and neglect in this group of pupils include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

- Communication barriers and difficulties in overcoming these barriers. Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

Accessibility

All pupils are encouraged to be involved in the full life of the school. This includes school trips, cultural and sporting events in and out of school, school productions and extra-curricular activities. Adaptations will be made as necessary to ensure full inclusion of all children including pupils with Special Educational Needs.

Class Teachers are responsible for meeting the needs of all children in their class, including those with Special Educational Needs and Disabilities. The class teachers are responsible for ensuring that all pupils have full access to the National Curriculum. All staff are made aware of how to support a pupil's needs through detailed Teaching and Learning Plans and relevant professional advice. Lessons are differentiated and adapted to be well matched to the "next steps" for a child's learning. Teaching styles and resources are adapted to make them more accessible for children's needs, for example using visual prompts alongside spoken information, recording work through typing, providing enlarged print sizes or enhancements to laptops so visually impaired children can access classroom resources, using specialised programmes on computers and iPad to meet specific learning needs.

The physical classroom environment is also adapted according to the needs of children in the class, for example ensuring windows have blinds to reduce glare for visually impaired children and installing lighting in classrooms to give greater assistance to those with visual impairment, arranging appropriate seating positions for hearing impaired children, adapting work areas to accommodate children with motor coordination difficulties.

Independence is encouraged as much as possible with due care to a child's well-being. We teach all our children to be considerate and supportive of their classmates' needs.

Access to the main school building, which is a Victorian building, is up a flight of steps. There is a ramp from the car park which enables access to the main playground and then a ramp into one of the classrooms. Inside the school, classrooms are on differing levels accessed by steps with handrails fitted. There is currently no ramp access inside the school building. The edges of steps and sloping floors are clearly highlighted for the benefit of visually impaired children. Pupils with mobility issues are appropriately supervised as they move around school. There are currently no accessible toilets in the school building. When building work is planned due consideration is given as to improve accessibility.

All pupils are included in school trips. Class Teachers are responsible for undertaking risk assessments and for arranging any necessary adaptations for pupils with Special Educational Needs and Disabilities. Parents will be consulted if there are any significant issues that need addressing. Arrangements are in place, through Care Plans, to ensure pupils who have medical needs can access school trips and that medicines are always kept secure.

Information about the school is available to all on the school's website and in hard copies on request. Information about the school and its various activities can be provided by alternative methods for pupils and prospective pupils who may have problems accessing it in our standard format. For example, we can arrange for enlarged print and for face-to-face meetings to explain things clearly. If parents or carers make us aware of any accessibility issues, we will ensure that these are resolved.

The school building has been adapted to accommodate the needs of those who have a physical mobility. The senior leadership team together with the Governing Body continue to consider how adaptations can be made.

Local Offer and school SEN Information

The school website has a copy of Lancashire's Local Offer and Brennand's Endowed CE SEN information report which details our provision for SEND pupils.

Admission arrangements for the school are detailed in the school admissions policy.

Dealing with Complaints

Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher and to do this as quickly as possible as this can prevent the issue becoming more difficult to solve.

If the concern continues then the SENDCO and the class teacher will meet to discuss the problem.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher.

If, in the unusual circumstance that the Head teacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor.

The Chair of Governor will be involved after other avenues to resolve the situation have been exhausted.

A copy of the Complaints Policy can be found here:

<https://www.brennands.lancs.sch.uk/site/data/files/users/key-info/A21054A94AC8A224B01B84E99471AFFE.pdf>

Links with other policies and documents

This policy links to the following documents:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions
- Attendance Policy
- Safeguarding
- Complaints Policy

This policy is reviewed annually by the SENDCO and ratified by the governing body.

The policy is due for renewal in December 2025.