



Special Education Needs and Disability (SEND) Policy

Policy Adopted on: September 2025

Policy Agreed by Governing Body (signature):

Date Policy to be reviewed: September 2026

SECTION 1:

1.1 SENDCO:

- ❖ Mrs Kirsty Haines – National Award for SEN Coordination
- ❖ Mrs Joanne Robertson (Headteacher) also holds the National Award for SEN Coordination
- ❖ Mrs S Matharu – Trainee SENDCO
- ❖ Mr Simon Vockins – Inclusion Governor
- ❖ Contact: 01494 786023

SECTION 2:

Aims:

2.1 At Brushwood we are focused on ensuring all children receive the best possible education and fulfil their potential in line with their individual needs and abilities. We endeavour to always provide a positive and nurturing environment where the children are able to build upon their strengths and have confidence to overcome their areas of development.

2.2 We aim to ensure that each child has a right to access a broad, balanced, relevant and challenging curriculum appropriate to their individual needs. At Brushwood we aim to raise the aspirations of and expectations of all pupils with SEND. We do this by setting appropriate learning outcomes and using a range of teaching strategies, which are personalised to the individual rather than being focused on hours and numbers. This policy should be read alongside our policies for equal opportunities and accessibility.

Objectives:

2.3

- Monitoring the progress of all children as an ongoing process which enables early identification of any children who may require additional or different provision to be made.
- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice, 2014.
- To operate a whole school approach to the management and provision of support for pupils with special educational needs.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDco) who will work with the SEND Inclusion policy.
- All practitioners are teachers of children with SEND and so all staff scaffold according to the needs of the children in their care.
- To provide support, advice and training for all staff working with pupils with special educational needs.
- To work closely with parents, to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- To regularly review interventions and adapt accordingly to the needs of the individual.

SECTION 3:

Identifying Special Educational Needs

3.1 The Code of Practice (2014) explains that 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. This is due to 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 facilities of a kind generally provided for others of the same.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or Physical Needs

3.2 These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within these broad areas is to help in the decision behind the support for the child. This allows for the most appropriate intervention to support the individual pupil.

3.3 At Brushwood a variety of different sources of information are taken into consideration when identifying whether a child has a special educational need. Initial concerns regarding a child's progress or specific difficulties are raised by the class teacher **or** parents/carers. These concerns are shared with the class teacher, SENDco **and** parents/carers. The views of the child, teachers, parents, carers, SENDco and in some cases, as appropriate, external specialists are sought. This ensures that all areas are considered in order to determine if the child has special educational needs or whether the impact on progress and attainment is as a result of other factors listed below:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Funding
- Being a Child Looked after
- Being a child of a Serviceman/woman

3.4 As a school we feel it is important to consider not just the external presentation of behaviour as an area of need, but to look beyond this for an underlying reason. Information regarding the school's approach to behaviour can be viewed in our Behaviour policy.

SECTION 4:

A Graduated Approach to SEND Support

4.1 At Brushwood Junior School we follow the SEND Code of Practice: 0 – 25 years (DfE/DoH, 2014) graduated response.

High Quality Teaching

4.2 All pupils within school receive high quality teaching within the classroom under the responsibility of the class teacher. The teacher is directly responsible for the progress and development of the pupils within their class and will adapt teaching strategies and approaches such as appropriate scaffolding in place to ensure this for the children. This is the foundation for all children's learning whether additional intervention or support is needed. To ensure we have high

quality teaching we regularly review and update teachers' understanding of strategies to identify and support vulnerable children.

Identification

4.3 In school, children's progress is regularly reviewed on a termly basis by the class teachers and overseen by members of the Senior Leadership Team (SLT). Progress and attainment is shared with parents throughout the school year.

4.4 If pupils are not making expected progress in line with their peers after early intervention, then their needs will be explored further to determine if there is an underlying Special Educational Need and/or Disability that is affecting their progress and performance.

4.5 Children are identified as having SEND through a variety of different ways including:

- Concerns raised by parents/carers, teaching staff, previous schools
- Pupil data of progress and attainment
- A change in the child's behaviour or poor self-esteem which impacts on their learning
- Liaison with external professional
- A medical diagnosis

SEND Support

4.6 If children are identified as having special educational needs, parents will be formally advised of this and they will be placed on the SEND register in school under SEND Support. Alongside the SENDCo, the class teacher will then create an Individual Provision Map (IPM). This details the short term outcomes and the strategies put in place to help the child with their learning and the provision that will support the child in achieving their outcomes. This is part of the Assess - Plan – Do – Review approach suggested in the Code of Practice (2014). All stages of the process are conducted through discussion with both parents/carers and the pupils. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle also enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

4.7 The pupil's needs will be assessed, taking in to consideration the needs of the whole child. The assessment will identify outcomes as aspirations of where children, teachers and parents/carers want the child to be at the end of that term. This is then broken down in to no more than 3 short term outcomes for the term, which are measurable, specific and achievable.

Plan:

4.8 An Individual Provision Map (IPM) will be written for the pupil, describing the interventions that are additional to or different from that received by their peers within the same year group in order to meet the short term outcomes. Some of these maybe conducted within the classroom and others may be in a small group outside the classroom. The teacher and the SENDco agree in consultation with the parent and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do:

4.9 The class teacher remains responsible for working with the child on a daily basis however TAs (Teaching Assistants) may conduct the planned interventions. The impact of the provision is closely

monitored and links to classroom teaching are made. The SENDco supports the class teacher with further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review:

4.10 The impact and quality of the support and interventions is evaluated throughout this period and at the end of each term by the teacher. This will then be discussed in a termly meeting with the parents and pupil. The support is then revised in light of the child's progress and development towards the short term outcomes and the Assess-Plan-Do-Review process restarts.

4.11 Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents' consent will initially be required for the needs of the child to be assessed further. If other external agencies are required, such as Educational Psychologists or Speech and Language Therapists, parents' consent will be required and a consultation appointment will be arranged.

4.12 If children receive an EHC Plan for Special Educational Needs and/or Disability, the same Assess-Plan-Do-Review approach is adopted where the short term outcomes are devised from the outcomes on the EHC Plan. As well as the termly reviews towards the short-term outcomes, an Annual Review will also take place. Parents, the child concerned, school staff and outside agencies involved with the child are invited to attend these reviews.

SECTION 5:

Managing Pupils Needs on the SEND Register

5.1 In order to help children who have special educational needs, the school adopts a graduated response (See section 4) that recognises there is a continuum of special educational needs.

5.2 The level of provision decided upon is individual to the child's needs and is provided through the school notional SEND budget or through funding linked to their EHC Plan.

5.3 After the IPMs for pupils are written, the class teacher creates an intervention timetable detailing the provision that happens over a week inside or outside their classroom. The timetables are given to the SENDco each term to keep a record of what is taking place. The interventions are overall the responsibility of the class teacher and are overseen by the SENDco.

5.4 Across the whole school, the SENDco will review the interventions taking place in each year group. The impact of the intervention will be evidenced for the group in relation to the outcomes and baseline assessment. The amount of impact will then inform next steps and future provision.

5.5 If after the review stage it is decided that external specialist support is needed, this will be discussed between the class teacher, SENDco and parents/ carers. If advice from specialist teachers and Educational Psychologists is required, parent's consent will be sought. For other external agencies, when making a referral the SENDco or class teacher will need parental consent.

Applying for an EHC Plan

5.6 A request for an Education, Health, Care Plan will be made once support has already been put in place and external services have been involved.

5.7 The decision to make a referral for an EHC Plan will be taken at the progress review/ meeting. The application for an EHC Plan will combine information from a variety of sources including:

- Parents/ carers
- Pupil
- Teachers
- SENDCo
- Social Care
- Health Professionals

5.8 Information will be gathered relating to the current provision provided, action points that have been taken and the outcomes of targets set. A decision will then be made by a group of people from education and health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The issue of an EHC Plan

5.9 Following Statutory Assessment, and it is decided the child's needs are not able to be met by the support that is ordinarily available, an EHC Plan will be provided by Buckinghamshire County Council. The school and the child's parents will be involved developing and producing the plan.

5.10 Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

5.11 Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by the SENDCo, teachers, parents/ carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

SECTION 6:

Criteria for exiting the SEND register

6.1 The SEND register is a document that changes and responds to the needs of the children within the school. If a child has made good progress and they no longer have needs that are significantly different to those of their peers, then they can be moved off the SEND register. Before this happens a meeting with parents/carers will be set up to discuss the successes and the overall progress the pupil has made. With an agreement, between the SENDCo, teacher, parents and pupil, the child will be removed from the SEND register.

SECTION 7:

Supporting Pupils and Families:

Working in partnerships with parents

7.1 A close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.

- Personal and academic outcomes are set and met effectively.

7.2 If an assessment or referral indicates that a pupil has additional learning needs, the parents/ carers and the pupil will be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action for the provision of their child.

Advice and Support

7.3 Advice and support concerning a variety of different areas of SEND can be obtained from the Bucks Local Offer.

Admission arrangements

7.4 We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. Children with SEND play a full part in the daily life of the school wherever possible. If additional provision is necessary, the parents/carers are informed.

7.5 Places for children with or without a special educational need are allocated in line with the school's admissions policy.

7.6 Pupils with Education, Health and Care plans (EHCP) are admitted into school and fully integrated unless it would be unsuitable to the child's age, ability, aptitude or special educational needs, or incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Access Arrangements

7.7 In order to support pupils with SEND in assessments within school, such as National Curriculum Tests at the end of KS2, the SENDCo considers appropriate access arrangements in school in consultation with teachers and parents/ carers.

7.8 A small number of children may need additional arrangements so they can take part in the KS2 tests. The Head teacher, SENDCo and class teacher must consider access arrangements before they administer the tests.

7.9 Access arrangements should be based primarily on normal classroom practice for children with particular needs. They must never provide an unfair advantage.

7.10 Access arrangements may be appropriate for a pupil:

- with an EHC Plan or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA)
- for whom provision is being made in school using the SEND Support system of the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the tests
- who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with EAL and who has limited fluency in English

(Taken from: DFE, 2014 Key Stage 2, Assessment and Reporting Arrangements)

Transition

7.11 We have developed effective working relationships with our feeder infant schools and meet regularly with them to discuss the needs of the children who will be making the transition from Year 2 to Year 3. In the summer term a specific meeting is arranged to discuss children with SEND. The SENDCo/head teacher of the infant school is also invited to attend annual reviews of the children who will be making the transition. If further transition opportunities are needed, an individual transition plan will be designed for pupils to meet their needs in conjunction with parents and feeder schools.

7.12 Similarly, with children who are moving to a new school or their secondary school, a full hand over of information including up-to-date records and evidence is given. All children with a statement or an EHC Plan will have a transfer review to ensure the placement in secondary school is best to meet their needs. Meetings are also arranged with the SENDCo from the secondary school to ensure best practice is shared and that schools are fully informed about the child's needs. Additional transition days are also offered by a number of secondary schools.

SECTION 8:

Supporting pupils at school with medical conditions:

8.1 Where a medical condition constitutes a SEND need then the school will endeavour to meet the child's academic, social and emotional needs. Please see our policy on 'Supporting children with Medical Needs.'

SECTION 9:

Monitoring and evaluation of SEND

9.1 In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils. This is done through discussions in staff meetings and INSET training days with all staff and discussions within the termly pupil progress review meetings with parents and pupils.

9.2 The SENDco also conducts Provision Management process which evaluates the effectiveness of the intervention against the aim and base line assessment. This evaluation and review then contributes to the discussion of new interventions and new outcomes.

SECTION 10:

Allocation of resources

10.1 The SENDco works to ensure funding and resources are appropriately allocated for groups and for individuals. A proportion of the school's budget is allocated for resources, including human resources, which may include: identified materials for use to support children who need additional or different activities. The provision of additional support is made as appropriate from the delegated SEND budget and monitored through IPMs.

Training

10.2 Our school has a commitment to providing professional development for all staff in areas related to SEND. Both class teachers and support staff participate in up-to-date training. We work closely with outside agencies to develop our knowledge in-school, and often obtain advice and support from experts.

Outside agencies

10.3 In addition to providing staff training and giving support and advice, a variety of outside services are involved in working closely with the school to meet the needs of individual children. These include: Educational Psychologists, Specialist Teaching Service, Occupational Therapists, Speech and Language Therapists and CAMHS: Child and Adolescent Mental Health Services. Any involvement in school from outside experts is closely timetabled to ensure children still have access to a broad and balanced curriculum.

SECTION 11:

Roles and Responsibilities of Governor Role

11. 1 The role of Inclusion governor is to ensure that policy and practice regarding SEND Code of Practice (2014) are followed.

SECTION 12:

Storing and managing information

12.1 For each school year each pupil's SEND records are kept within the classes Inclusion (purple) folder. This folder will have copies of Pupil IPMs and any external agency reports. The originals are kept in the main SEND file on the shared drive, where a full history of SEND records for each child is held.

12.2 The class teacher's files are passed to the new teachers for the next academic year. Any additional documentation in the SEND main file is accessible to all teaching staff to ensure a full overview of the child's SEND history is attained. The main files are transferred with the child on transition to the SEND department of the new school.

SECTION 13:

Reviewing the policy

13.1 With the new SEND reforms it is important that our school policy reflects the current practices within school. The policy will therefore be reviewed annually by the SENDCo and any adaptations presented to the Governing Body.

SECTION 14:

Accessibility

14.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children.

14.2 Brushwood Junior School is accessible to wheelchair users.

14.3 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips so all children can participate wherever possible.

14.4 We seek to respond to guidance from parents and children along with welcoming the advice from external agencies such as Specialist teachers, Educational Psychologists and Occupational Health.

14.5 Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly if required.

14.6 We use age appropriate resources in PSHE/RSE lessons taking consideration of a child's SEND needs so that they understand the concepts.

SECTION 15:

Dealing with complaints

15.1 At Brushwood we endeavour to get it right due to putting the needs of the pupils first. Parents are encouraged to come in to school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are resolved at this stage.

15.2 However, if this fails and a parent wishes to make a formal complaint there are guidelines in our Complaints and Resolutions Procedure Policy.

SECTION 16:

Bullying

16.1 Brushwood Junior School has a zero tolerance approach to bullying.

16.2 For further information regarding how incidents of bullying are dealt with within the school can be seen in the Anti-Bullying Policy.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25, January 2014. 3.66:

*The school **must*** set out its SEND policy and information on its approach to supporting children and young people with SEND.*

*In this Code of Practice, the word 'must' refers to a statutory requirement under primary legislation, regulations or case law.

It 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, January 2014
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Schools SEND Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Child Protection Policy
- Disability Equality Scheme
- Teacher Standards July 2011 (introduction updated June 2013)
- This policy was created by the school's SENDco with the Inclusion Governor in liaison with the SLT, all staff and is shared with parents and families via the school's website.