



Special Education Needs and Disability (SEND) Policy

Policy Adopted on: September 2026

Policy Agreed by Governing Body (signature):

Date Policy to be reviewed: September 2027

SECTION 1: Leadership & Inclusion Governance

- Deputy Headteacher & SENDCo: Mrs Kirsty Haines (National Award for SEN Coordination)
- Headteacher: Mrs Joanne Robertson (National Award for SEN Coordination)
- Trainee SENDCo: Mrs Sunita Matharu
- Inclusion Governor: Mr Simon Vockins
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SECTION 2: Aims & Core Principles

Brushwood Junior School is committed to providing an inclusive education in which all pupils achieve, thrive and fulfil their potential. In line with the SEND Code of Practice (2014) and the principles reflected in the Government White Paper, support is early, fair, effective, local and developed in partnership with families.

Objectives include early identification, high-quality teaching, a broad and balanced curriculum, regular monitoring, collaborative working with parents, staff training and effective deployment of resources.

SECTION 3: Identification of SEND and the Three-Layered Support Framework

SEND is identified in accordance with the SEND Code of Practice. The four broad areas of need are:

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

Information is gathered from attainment, progress, behaviour, attendance, parental views, pupil voice, medical information and professional assessments. Other factors such as EAL, attendance, pupil premium and looked-after status are considered before identifying SEND.

Provision is organised through Layer 1 Targeted Support, Layer 2 Targeted Plus Support and Layer 3 Specialist Support.

- Layer 1: Targeted Support: Structured, short-term interventions delivered within mainstream classrooms. This includes standard academic scaffolding and tailored teaching strategies.
- Layer 2: Targeted Plus Support: Enhanced intervention involving external specialist expertise (e.g., the local authority support through the advice of Specialist Teachers, SaLT or OT). This tier incorporates specialised equipment, targeted speech-language therapies, and localised or small-group curriculum delivery.
- Layer 3: Specialist Support: Bespoke, comprehensive Specialist Provision Packages reserved for children with the most complex, long-term learning or physical needs.

SECTION 4: Graduated Approach to SEND Support

All pupils receive high-quality teaching. Where concerns remain, pupils may be placed on SEND Support and provided with an Individual Support Plan (ISP). Class teachers remain accountable for progress; the SENDCo supports assessment, planning and specialist liaison.

The Assess-Plan-Do-Review cycle is followed.

- Assess:
 - The pupil's needs will be assessed, taking into 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 into no more than 3 short term outcomes for the term, which are measurable, specific and achievable.
- Plan:
 - An ISP 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 to meet the short term outcomes. Some of these may be completed within the classroom and others may be in a small group outside the classroom. The class teacher agrees 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:
 - The class teacher remains responsible for working with the child daily however TAs (Teaching Assistants) may implement 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:
 - The impact and quality of the support and interventions is evaluated throughout this period and at the end of each term by the class teacher and the SENDCo. This will then be discussed in a termly meeting with the parents and pupil. The support is then revised considering the child's progress and development towards the short-term outcomes and the Assess-Plan-Do-Review process restarts.

SECTION 5: Education, Health, and Care Plans (EHCPs)

Where needs cannot be met through universal provision, the school may request an Education, Health and Care Needs Assessment.

Evidence includes views from parents, pupils, teachers and external professionals. EHCPs are reviewed annually and linked to termly ISP targets. Parents retain statutory rights of appeal.

SECTION 6: Managing Provision and Exit Criteria

Provision is monitored through intervention timetables, pupil progress meetings and ISP reviews.

Pupils may be removed from the SEND register when needs are no longer significantly different from peers and following consultation with parents and the pupil.

SECTION 7: Supporting Pupils and Families

Working in partnerships with parents

A close working relationship with parents is vital 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.

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

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

Admission arrangements

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.

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

Pupils with an 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

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.

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.

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

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, 2026 Key Stage 2, Assessment and Reporting Arrangements)

Transition

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 at 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.

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 several secondary schools.

SECTION 8: Medical Needs, Accessibility and Inclusion

Pupils with medical conditions are supported in line with the school Medical Needs Policy.

The school is accessible to wheelchair users and makes reasonable adjustments including alternative formats, assistive technology and adapted resources.

The school promotes participation in all aspects of school life and maintains a zero-tolerance approach to discrimination.

SECTION 9: Monitoring, Resources, Training and External Agencies

SEND provision is evaluated through provision management, outcome reviews and stakeholder feedback.

Resources are allocated according to identified need.

Staff receive ongoing SEND professional development.

The school works with Educational Psychology, Specialist Teaching Services, CAMHS, Speech and Language Therapy, Occupational Therapy and other agencies as required.

SECTION 10: Governance, Records and Complaints

The Inclusion Governor monitors SEND provision and statutory compliance.

SEND records are stored securely and transferred appropriately during transition.

Concerns should initially be discussed with the class teacher before escalation through the Complaints Policy.

SECTION 11: Anti-Bullying

The school operates a zero-tolerance approach to bullying. Pupils with SEND are supported through the Behaviour and Anti-Bullying policies.

SECTION 12: Compliance

This policy should be read alongside the SEND Information Report, Accessibility Plan, Admissions Policy, Behaviour Policy, Anti-Bullying Policy, Medical Needs Policy and Complaints Policy. It complies with the SEND Code of Practice 0-25 (2014), Equality Act 2010 and related statutory guidance.