

Brandwood Community School

Special Educational Needs & Disability Policy

Approved By: The Pupil Inclusion & Community Governor Committee February 2025
Review Date: February 2026

Special Educational Needs & Disability Policy

SEND Mission Statement

We strive to be a place of educational excellence for the local community and beyond. Our reputation is built on unity, respect and trust. We celebrate diversity amongst all our learners and staff and we seek to nurture the talents and achievements of each individual through high quality, carefully focused, fully inclusive teaching and learning and dedicated pastoral care. Working in partnership with parents and carers is fundamental to our success and provides a firm foundation for the positive relationships we share throughout the primary career of every learner.

All staff members, teachers, support staff and non-teaching staff, are dedicated to ensuring all the learners they work with succeed in reaching their full potential both academically and personally. Our learning support staff team are highly skilled and experienced and they make a significant, positive impact to improving outcomes for learners with additional needs. Our aim is to know our learners well and provide a level of support that will provide them with the help they need but without compromising their right to be independent learners.

This policy is reflective of the Children and Families Act 2014, Special Educational Needs and Disability Code of Practice: 0-25 years (2015) and accompanying regulations January 2015.

Aims

The specific aims of our SEND policy are as follows:

- To identify learners with SEN and disabilities at the earliest opportunity and ensure that their needs are met
- To ensure that parents or carers are fully informed of the SEND provision in place and that there is regular, effective communication between home and school
- To identify, assess, record and regularly review the individual progress of all our learners
- To ensure that all learners make the best possible progress and grow in confidence and self-esteem
- To ensure that learners with SEN and disabilities have equal opportunities to join in with all the activities of the school
- To ensure that all learners are encouraged to express their views and are fully involved in decisions which affect their education
- To promote effective partnerships and successfully liaise with and involve outside agencies to work collaboratively in the best interests of the child
- To ensure the provision of high quality SEND professional development for all staff at all levels
- To promote an inclusive learning environment that strives to meet the ever-growing complexity of needs of our learners
- To ensure effective liaison with external agencies promotes the best possible outcomes for all learners

Action needed to meet these aims:

- Early identification of learners with SEND, following the approach outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Provide individual learners identified as having SEND with:
 - SEND provision within school supported by a Learner Profile
 - SEND provision from external agencies including Woodbridge SEND Service, Speech and Language Therapy, Educational Psychology Services, Occupational Therapy, Sensory Support Service and Aspire Behaviour Support Service

- SEND provision supported by an Education, Health and Care Plan (EHCP), drawn up by the Local Authority (LA) in liaison with local education, health care and social care providers who have contact with the family, where appropriate
- Regularly formally update the SEND register, which contains the names of all of learners with SEND and their category of need, once every half term in response to the outcomes of Inclusion Reviews
- Regularly review Learner Profiles at least once a term with teachers, parents and carers, and involved agencies where appropriate
- Update intervention provision on a termly basis to evidence the current attainment and achievement of all children with SEND and the provision in place to meet their individual needs
- Provide targeted small group and 1:1 support and provision, where appropriate, to personalise learning to meet the needs of all learners
- Keep parents and carers well informed at all times through termly updates with teachers to discuss progress and set targets and through informal daily communication where necessary
- Ensure clear and up to date records are kept at every stage. Any referrals, appointments, observations and feedback from external agencies will be logged on CPOMS by the relevant SENDCo
- Use the Early Help process to support learners who require assessment and support from additional, external services
- SENDCos will provide regular high quality SEND CPD for all relevant staff
- Ensure EHCP applications submitted by the school to the Local Authority are dealt with promptly and thoroughly (the Local Authority has the responsibility to complete EHC assessments and draw up EHCPs)
- Pro-actively ensure the Local Authority works within prescribed time limits to produce an EHCP (a maximum of 20 weeks)
- Arrange for an annual child centred review to take place for learners with an EHCP to evaluate the provision currently in place and also review and set targets

Identification of SEND

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all learners. We recognise the benefits of early identification and making effective provision in improving the long term outcomes for learners with SEND. The purpose of identification is to work out what action the school needs to take, to meet the needs of each individual. Bi-annual summative tests alongside regular assessments are used to identify those who are working below or well below age related expectations and class trackers are updated to record the outcomes of bi-annual tests, including progress. This process supports the identification and tracking of those who are not making expected progress so that appropriate support can be put into place, however this does not necessarily mean the child has SEND.

Half termly inclusion reviews between the SENDCos and class teachers enables evaluation of all SEND provision along with discussions about the identification of SEND for any learners who have been highlighted through assessment analysis and observation. Regular liaison between the SENDCos and class teachers ensures that all learners new to the school, who may be at the early stages of language acquisition on arrival, are monitored closely to ensure any SEND needs are identified at the earliest opportunity. All information gathered at these meetings is shared with the Head Teacher and next steps agreed.

All learners with SEND who are working below the expectations of their chronological year group are assessed and tracked using B-Squared, an online assessment programme. B-Squared breaks down the curriculum into smaller steps, allowing teachers to be able to plan appropriately for the learners in their class with SEND and understand their next steps. The programme supports the analysis of the progress these learners are making and shows a full picture of each child's strengths and weaknesses. Where progress is limited, additional intervention and support from external agencies will be put into place.

Categories of SEND

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015) outlines four broad areas of need for learners with SEND that include a range of difficulties and conditions.

These are:

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

Cognition & Learning

Learners with cognition and learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where learners are likely to need support in most areas of the curriculum.

In some cases learners present with profound and multiple learning difficulties (PMLD) where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia and dyscalculia.

Learners with cognition and learning difficulties who do not have any of the above diagnoses from an external agency are recorded on BromCom using the code No Specialist Assessment (NSA) with further information provided in the description box.

Communication & Interaction

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others. This could be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every learner with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Learners with Autism (recorded on BromCom with code ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Often learners with Autism will experience varying levels of sensory needs, in which case consideration will need to be given to their learning environment.

Social, Emotional & Mental Health

Some learners may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as demonstrating challenging, disruptive, non-compliant or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or anger. Others may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder (AD).

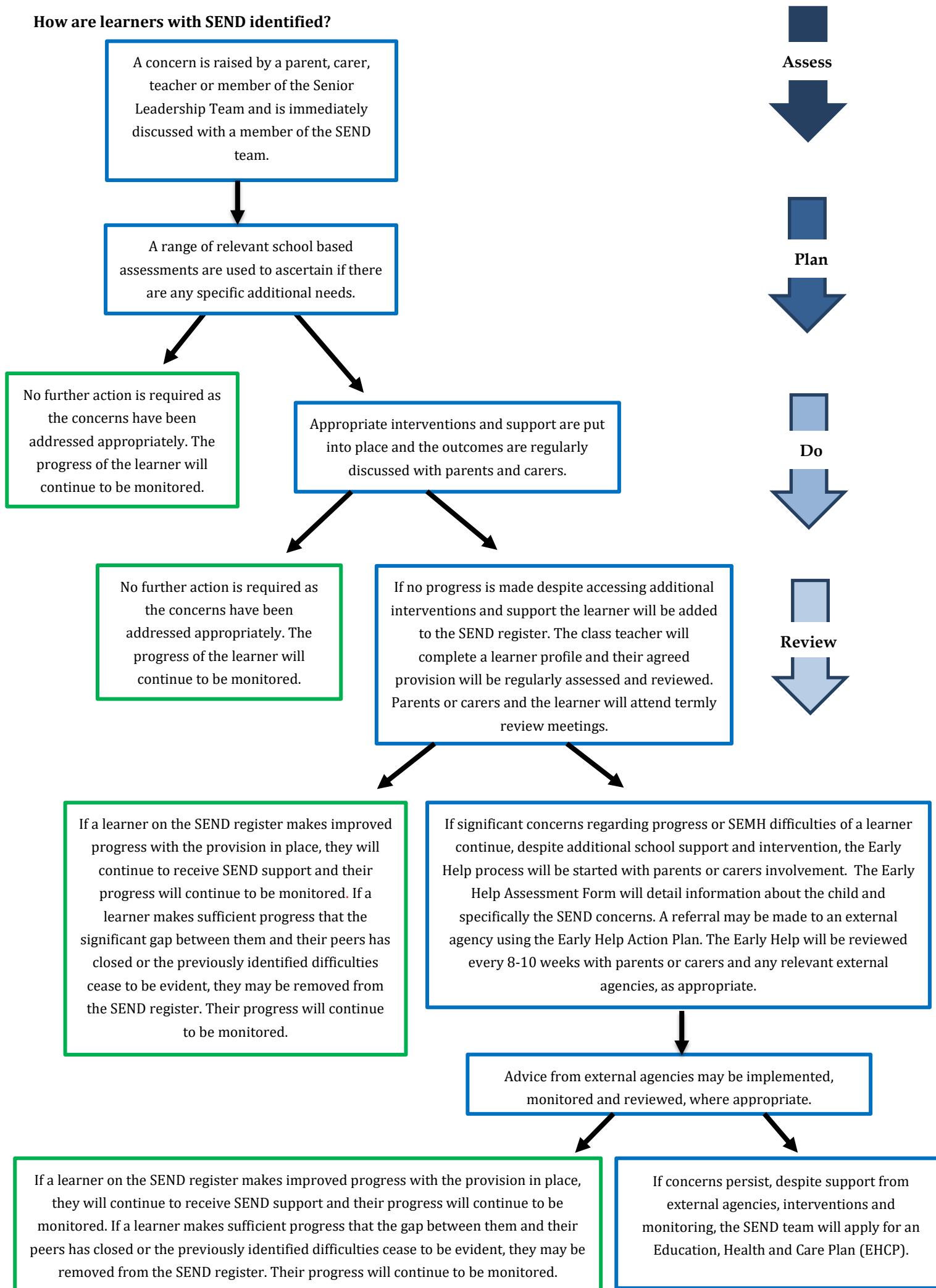
Sensory &/or Physical Needs

Some children and young people require special educational provision because they have a disability, which prevents or affects them from making use of the educational facilities provided. These difficulties could be age related and may fluctuate over time.

Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) often require specialist support and equipment to access their learning, or additional specific support.

Learners with a Physical Disability (PD) often require additional on-going support and equipment to access all the opportunities available to their peers.

How are learners with SEND identified?



Role of the Governors

Regular monitoring and evaluation of the aims of this policy will take place, and the SEND Governor will report annually on the effectiveness of the policy and provision.

The designated SEND Governor is Mrs Nicola McGonagle and she is responsible for having an overview of the SEND provision and reporting to governors. The Governing Board, in conjunction with the Head Teacher, has responsibility for the school policy and approach to provision for learners with SEND, including the allocation of resources.

The SEND Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising with the SENDCos
- reporting to the Governing Board on SEND
- ensuring that learners with SEND participate fully in school activities

The Governing Board must ensure the following information is included on the school website:

- The success of the SEND policy
- Any significant changes to the policy
- Any consultation with the LA and other schools and units
- How resources are allocated for SEND provision
- The SEND Information Report

Role of the SENDCos

The SENDCos are responsible for the implementation of SEND provision. They are Mrs Julie Jones (EYFS & Sanctuary SENDCo) and Mrs Rachel Cameron (KS1 & KS2 SENDCo). The SEND team regularly formally liaise with the EYFS Lead and the Head Teacher. The SENDCos are responsible for:

- Liaising with and advising colleagues
- Co-ordinating the provision for learners with SEND, whether with or without an EHCP
- Maintaining the SEND register on BromCom
- Overseeing the records of learners with SEND including intervention progress tracking
- Liaising with parents and carers of learners with SEND
- Dealing with SEND and EHCP administration
- Liaising with and planning the involvement and support of the other external agencies involved with learners' SEND and EHCP provision (as stated in the SEND Information Report)
- Managing and supporting the support staff team in liaison with the Head Teacher
- Contributing to the SEND CPD of teaching and support staff
- Completing and reviewing Early Help Assessment Forms for learners who require additional support, including external agency assessment and support
- Planning and recording regular Child Action or Review Meetings to ensure provision and support is effective
- Ensuring all information for learners with SEND is recorded on CPOMS with relevant supporting documentation uploaded e.g. review forms, external agency assessments, EHCP applications, behaviour logs etc.
- Collating SEND progress data and liaising with the Head Teacher to review provision in order to ensure the best possible outcomes for all learners

Role of the Class Teacher

The class teacher has full responsibility for learners with SEND in their class and is accountable for:

- The progress and development of learners with SEND
- Planning and adapting provision for individual learners with SEND
- The effective deployment of support staff
- Planning and delivering a differentiated curriculum and collecting and gathering information
- Developing and regularly reviewing personalised timetables, where necessary, in liaison with the SENDCos
- Contributing to the Early Help process (including Early Help Forms and Child Action and Review Meetings) in liaison with the relevant SENDCo for learners who require additional, external agency assessment and support
- Effectively liaising with parents and carers as well as support staff, external agencies and colleagues, where necessary
- Planning, monitoring and evaluating Learner Profiles and EHCP targets
- Regularly monitoring and evaluating the progress towards targets of learner profiles and EHCPs
- Attending INSET and training sessions

Role of the Support Staff

Support staff are deployed to provide support for learners with SEND. They work closely with the class teachers to provide a relevant and specific curriculum to support and help overcome possible barriers to learning. Their responsibilities include:

- Delivering support sessions and activities planned by the class teacher
- Communicating effectively with the class teacher to feedback high quality daily evaluations and attending weekly planning meetings with their class teacher
- Liaising with teachers to facilitate next steps for learning
- Evaluating progress towards Learner Profile and EHCP targets which have been set
- Fully engaging with the support staff appraisal process
- Attending staff development training and regular meetings with the SENDCOs

The Head Teacher is the designated responsible person in overall charge of the management of SEND provision and funding. The Head Teacher works closely with the SEND Co-ordinators.

Monitoring and Evaluation

The following aspects of our SEND provision are regularly monitored and evaluated:

- SEND Register (reviewed and updated half termly)
- Test results of all learners with SEND at learner progress meetings
- Progress against individual targets on SEND Learner Profiles or EHCPs
- Progress against individual objectives on B-Squared

- Provision maps, updated on a termly basis with attainment and achievement of all learners with SEND children and details of provision
- Intervention baseline and exit scores of all learners with SEND
- Attendance of parents and carers at annual EHCP reviews and SEND reviews, as well as further review meetings with external agencies, as and when necessary, as part of the Early Help process
- The voice and involvement of learners with SEND in reviewing their progress and provision
- SEND data and documentation, recorded on CPOMS by the relevant SENDCo and filed in a secure, central system
- Effectiveness of external agencies involved with learners with SEND
- The effective liaison with and management of external agencies by the SENDCos
- The knowledge and understanding of staff at all levels re SEND provision and practice
- The impact of support staff appraisal

Admissions Arrangements

The admission arrangements for learners with SEND are detailed on the school website. School places are allocated according to specific criteria. The council will admit all learners with an Educational Health and Care Plan for SEND in whose plan the school is named. Over recent years the school has prioritised improving the physical environment to enable disabled learners, parents, carers, staff and members of the community access to all our facilities and provision as much as is reasonably possible. The extent to which disabled learners can participate in the curriculum is regularly reviewed and adaptations are made in response to individual needs.

The School Accessibility Plan details the provision in place and future actions required to enable disabled learners to participate in the school curriculum and access the school's physical environment. In the case of a disabled learner requiring further adaptations to the school environment the school will make reasonable adjustments to prevent them being put at a substantial disadvantage as outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015).

Before admission, parents, carers and learners visit the school and are encouraged to voice any concerns they might have about the admission process. Our admissions form provides an opportunity for parents or carers to disclose any additional needs their child may have.

Learner Profiles

Learner Profiles are plans designed for learners with SEND to help them overcome their barriers to learning. A Learner Profile builds on the understanding, skills and knowledge acquired and specifies the next steps, strategies and targets to allow further learning to take place.

The Learner Profile allows all staff involved to plan for progression and monitor the effectiveness of the teaching and support in place. It also allows for collaboration between the school, parents or carers and the learner with SEND to enable all involved to work towards the set targets.

Learner Profiles contain information regarding the learner's strengths, targets, provision and strategies, which will be used both at school and home. They are working documents, which are evaluated regularly by teachers in collaboration with support staff and reviewed termly to ensure they continue to meet individual needs.

When reviewing Learner Profiles, teachers consider the views of the parent or carer and the individual concerned, recent progress results, the appropriateness of the targets and strategies in place and any specific issues. After considering current attainment and progress, new targets are set and shared with parents, carers and the individual concerned.

Early Help Assessments

The purpose of an Early Help Assessment is to ensure that targeted support is provided to learners and families to tackle emerging needs at the earliest opportunity. Therefore, if a learner requires a referral to an external agency for assessment and support for their special educational need or disability then their Early Help Assessment will be completed in collaboration with the parents and carers and the individual concerned. Information is gathered in an initial meeting and recorded on the Early Help Assessment Form. An action plan is agreed that may include a referral to an external agency. External agencies include, but are not limited to: Educational Psychologists, Aspire Behaviour Support Service, Woodbridge SEND Service, Speech and Language Therapy and Sensory Support Services. The assessment will help identify: level of need, necessary actions to be taken, named services required to offer assessment, support and desired outcomes. The Early Help Assessment Form will then be shared and agreed, initially with parents or carers, and then confidentially with the relevant agencies that are requested to make an assessment or to provide support.

Once completed, each Assessment Form will have a set review date within 8-10 weeks. On this date, a review meeting with parents or carers or a child action meeting (CAM) with parents or carers and external agencies will take place. The class teacher alongside the lead professional will attend these meetings and provide an up to date overview of progress illustrating this by reporting on workbooks, progress test outcomes and observations. All actions on the Early Help Assessment Form will be reviewed, the outcomes of any assessments or external support will be discussed and all attendees will be given an opportunity to provide further relevant information.

In consideration of all information provided, an Early Help Review Form will be completed to detail new information and either set new actions or close the Early Help process with no further action required. If the Early Help Assessment is to remain open, the review cycle will begin again. The outcomes of these meetings will inform the information and targets on the Learner Profile ensuring that support provided in school is relevant and effective, resulting in optimum levels of progress.

Education, Health & Care Plans

All learners identified on the SEND Register have a Learner Profile in place, which often provides sufficient extra support. However, if the planned intervention programmes have not supported the learner to make sufficient progress, then the school will make a referral to the Educational Psychologist or another relevant specialist service for further assessments and support. School will act upon the advice given by the Educational Psychologist or relevant specialist service and continue to track progress. If sufficient progress is not made the school will liaise with parents or carers, along with any relevant specialist services, in order to evaluate the level of support needed and agree on a request for an Education, Health and Care Plan (EHCP). Evidence of the interventions and provision in place will be collated along with panel reports from all involved specialist services. The school will then approach the Local Authority to request an Education, Health & Care assessment. The Local Authority will conduct an assessment of education, health and care needs. This may result in an EHCP being provided. This brings together health and social care needs as well as special educational or disability needs.

The impact of the provision outlined in an EHCP is reviewed termly by means of a consultation between class teachers, the SENDCos and support staff. Then there is a subsequent meeting between the class teacher and parents or carers, as part of the cycle of communication with parents and carers of learners with SEND that is additional to termly parents and carers' evenings. Targets are reviewed and extended or updated as a result of the outcomes of the meeting. SENDCos regularly informally monitor the provision of learners in each class with EHCPs and to ensure individualised timetables are regularly reviewed.

'Person Centred Reviews' will take place annually for all children who have an EHCP where the current targets and provision are reviewed by the child, their parents or carers, the class teacher, the SENDCos and any other involved agencies, if appropriate. As well as attending the meeting, all involved will provide written contributions outlining progress and next steps on the relevant forms. The review also provides the opportunity to share the success and achievements of the learner over the last 12 months and allows them to contribute their ideas regarding the support they need. The review allows all involved working with the learner to ascertain whether the current provision is suitable in meeting the needs of the individual concerned or if it needs to be adapted. New 12 month targets are set based on the relevant key stage outcomes and any new outcomes that have been discussed and agreed upon are added. The outcomes of the review are recorded on a summary form and this is shared with all involved with the learner as well as being submitted to the LA, along with all the other paperwork provided for the review.

If further support is deemed to be necessary this will be discussed and recorded as part of the 'Person Centred Review'. The SENDCo will use the review form to request the relevant support from the LA, whether this be an increase in the number of hours of support funded by the EHCP, or a request for special provision for the learner. If a request for special provision is being made, the SENDCo will also complete a Special School Placement (SSP) Request Form and submit this to the LA along with the review paperwork.

SEND Provision

All learners with SEND will have access to additional support or resources dependent on the extent of their needs. It is the responsibility of the SENDCos, Senior Leadership Team and Governors to plan the allocation of resources in line with the SEND Code of Practice.

SEND provision includes:

- Support on an individual, group or class basis
- Additional resources based on individual need
- Trained support staff delivering interventions
- Specialist external support made available to meet a specific need
- Educational Psychologist assessments, observations and reviews following a referral from the SENDCo
- Woodbridge SEND Service support staff working directly with learners to deliver a block of intervention
- Advice and guidance provided by Woodbridge SEND Service to school and to parents
- Teachers from the LA Sensory Support Service working in school to support learners, both with and without EHCPs, who have a vision or hearing impairment
- Speech and Language Therapists working directly with learners in school to complete assessments, deliver speech therapy and provide CPD to support staff
- Aspire Behaviour Support Service staff completing observation, assessments and working directly with an individual learner or group of learners and making referrals to CAMHS where necessary
- Access to 'The Sanctuary', which provides alternative provision on the school site for learners whose needs cannot be met in a mainstream classroom

Recording & Communicating Information

For learners with SEND any external agency reports will be uploaded onto CPOMS by the relevant SENDCo. This includes: details of interventions undertaken, CAM or Review Meeting minutes, feedback from external agencies as well as appointment dates and times for external agency visits. A copy of the report will also be shared with the class teacher and support staff where appropriate to ensure recommended strategies are being implemented in class and saved in the relevant class SEND File.

Transfer Arrangements

- SEND records including details of EHCPs are transferred following agreed procedures
- There are opportunities for all learners to visit their prospective secondary schools
- Learners with SEND are given additional visits to secondary providers if required, so that they can feel confident about their transition
- Representatives from local secondary schools are available for consultation before the time of transfer to meet their prospective learners and meet with key staff
- Learner Profiles or EHCPs will be reviewed before transfer to secondary school and amended if appropriate
- The SENDCo from the receiving school attends a transition review meeting if that school has been specifically named in a child's EHCP

SEND Training for Staff

The SENDCos attend regular CPD sessions held by the Local Authority and conferences as appropriate.

Training needs are identified in response to the needs of learners currently on the SEND register. School staff have specific training in supporting those with hearing and visual impairment and other specific medical conditions.

The SENDCos attend cluster meetings to share good practice with colleagues and keep up to date with SEND developments. The Head Teacher, supported by the SENDCos, communicates all new and relevant information to teachers and support staff in staff meetings. Half termly inclusion reviews are used to evaluate the provision and progress of learners with SEND in each year group.

SENDCos provide regularly informally monitor the provision of SEND learners in each class and provide support, guidance and arrange CPD where required.

Partnership with Parents & Carers

Arrangements for parents and carers of learners with SEND follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through Learner Profile and EHCP review meetings, Early Help review meetings where necessary, phonecalls, text messages, letters and end of year reports
- The school encourages parents and carers to discuss any concerns informally. This can be arranged through the class teacher or the relevant SENDCo (by arranging a meeting). Interpreters can be arranged for those parents and carers who require this support
- Updated Learner Profiles or EHCPs to be shared with parents and carers

External Agencies

A wide variety of agencies are available to support learners with SEND and if an EHCP is in place, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The SENDCos liaise closely with a wide range of other colleagues and work with them as they provide support within school. The SENDCos regularly liaise with the following services:

- Educational Psychology Service
- Early Intervention Team (EIT)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Sensory Support Service
- Woodbridge SEND Service
- Aspire Behaviour Management
- School Nursing Team
- Autism Outreach Service
- Behaviour Support Services
- Paediatric Learning Disability Service

We seek to co-effectively liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Arrangements for Complaints

Any complaints regarding SEND provision should initially be discussed with the class teacher or the relevant SENDCo. If this fails to provide a satisfactory answer, the issue should then be raised with the Head Teacher. If this fails to resolve the complaint, a group of three Governors, including the Governor who has oversight of our SEND provision and who will act as chair, will hear the complaint with the Head Teacher and SENDCo giving their case. Where an individual has an EHCP, the Local Authority is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its local offer.

Policy Links

- Medical Conditions Policy
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Management Policy
- Teaching and Learning Policy
- Safeguarding and Child Protection Protection Policy
- Race Equality & Cultural Diversity Policy
- Attendance Policy

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