

SEN/D Policy

(Special Educational Needs and Disabilities)

SEN/D Co-ordinator – Mrs H Taylor

Named Governor – Mr G Humphrey

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SEND Policy

Introduction

At Brigg Primary School we aim to provide an inclusive environment and support all of our pupils, including those with special educational needs throughout their school lives. We develop enthusiastic learners through a stimulating, challenging, creative environment which is inclusive and inspirational – empowering every child to be ready for successful futures. We believe that every teacher is a teacher of every child including those with Special Educational Needs.

Aims

- ☐ To identify and support the needs of the children with SEN/D in accordance with the SEN/D Code of Practice: 0 to 25 years (January 2014).
- ☐ To be aware that any pupil at some time in their education may have special educational needs.
- ☐ To use our systematic approach effectively to identify, assess, monitor and review the provision for pupils.
- ☐ To provide a broad, balanced curriculum within which the special needs of individuals are met.
- ☐ To ensure that all children realise their full potential educationally, socially and emotionally.
- ☐ To work effectively with our Learning Mentor and use Early Help Assessment for families who need this support.

- ☐ To provide a broad, balanced and suitably differentiated curriculum relevant to pupil's needs and ensure that children with SEN/D have access to the full curriculum through the processes of assessing, planning and matching of work.
- ☐ To identify the specific needs of individual children and provide them with the appropriate learning objectives to meet their needs through individual plans which highlight provision and strategies to achieve their outcomes.
- ☐ To collaborate effectively with outside agencies and parents to establish a multidisciplinary approach to meeting a child's needs. ensure that the needs of children with SEN/D are met.
- ☐ To provide a Special Educational Needs Co-ordinator(SENDCo) who will work with the governors and write a SEN/D policy which aims to provide support and advice for all staff working with pupils with special educational needs.

Admissions

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision.

Definition of Special Educational Needs

SEN/D (Special Educational Need and/or Disability) is defined in the Code of Practice as children having a learning difficulty or disability that calls for special educational provision to be made for him or her. Children have a learning difficulty if they:

- ☐ Have a significantly greater difficulty in learning than the majority of children of the same age.
- ☐ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream school (see SEN Code of Practice introduction).
- ☐ Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

- ? Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.
- ? Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, scaffolded quality first teaching and all relevant and purposeful interventions and strategies being in place.

Under the Code of Practice (2015), SEN/D is categorised into the following four headings:

- ? **Communication and Interaction** e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome.
- ? **Cognition and Learning** e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- ? **Social, Emotional and Mental Health difficulties** (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
- ? **Sensory and/or Physical needs** e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP).

Identifying Special Educational Needs

The purpose of identification is to work out what steps the school needs to take rather than to fit a pupil into a specific category. We aim to identify the needs of our pupils by considering the whole child and taking into consideration a variety of factors which may also act as barriers to learning, such as:

Attendance and Punctuality

Health and Welfare

Being part of the Traveller community

Having EAL (English as an Additional Language)

Being in receipt of a Pupil Premium Grant

Being a Looked After Child

Bereavement

Some pupils with disabilities or medical concerns may have learning difficulties that call for special educational provision however, not all children deemed to be disabled will require this provision. We will assess each child as required, and make the appropriate provision, based on their identified needs. The Assess, Plan, Do, Review process ensures children's needs are being continually reviewed and provision adapted.

Assess -In identifying a child as needing SEN/D support, the class teacher will have carried out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. The individual's development in comparison to their peers and national data is monitored. The views and experience of parents, the pupil's own views and, if relevant, advice from external support services are taken into account. This assessment will be reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. The SENDC/o may assess a child's needs using

tests such as the BPVS, WRIT or a Scotopic Sensitivity screener, or seek outside agencies and professionals to assess a child with other tests for which they are trained to complete. These may provide further information as to specific needs.

Plan - Where it is decided to provide a pupil with SEN/D support, and following a cycle on a 'Cause for Concern', the parents will be involved in the process of placing the child on the SEN/D register. The teacher and the SENDCo will discuss the adjustments, interventions and support that can be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review. An Individual Learning Plan will then be written and agreed with parents, which will usually take place once a term, or more frequently, if required.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses.

Review - The effectiveness of the support and interventions and their impact on pupil progress will be reviewed in line with the agreed date, which will be at least once a term. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of pupil needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The Graduated Approach

Quality first teaching – Stage 1 of the graduated approach

All pupils have access to quality first teaching. This is high quality teaching that uses a variety of strategies and differentiation to ensure all pupils can access the learning. Sometimes, even with quality first teaching, children can struggle to make progress or may show other needs such as difficulty in regulating emotions. If this is the case, children may need to move to Stage 2 of the graduated approach to receive some further support.

Individual Learning Plans – Stage 2 of the graduated approach

Once a child is in receipt of SEN/D support, the cycle of assess, plan, do, review will continue through an Individual Learning Plan and daily assessment and monitoring from the class teacher.

An individual Learning Plan includes SMART outcomes and an outline of the specific provision that a child requires and will receive that term. They also include pupil and parent views. Individual Learning Plan reviews will be carried out termly and will involve staff, parents and the pupil (where possible). Interim review discussions will take place during parent's evenings or drop in afternoons, and a further review meeting or conversation will be offered at the end of each term. The outcome of the review will determine the next course of action. A copy of the child's Individual Learning Plan will be given to the parents and the targets discussed with the child.

Involvement of outside agencies and specialists – Stage 3 of the graduated approach

If a child needs more specialist support from external agencies e.g. Speech and Language Therapy or the Educational Psychologist, the SENDCo will discuss this with parents and obtain permission to liaise with the appropriate services. The appropriate referral forms will be completed and once in receipt of external support, a child moved onto Stage 3 of the graduated approach.

Educational, Health and Care Plans (EHCPs) – Stage 4 and 5 of the graduated approach

If after considerable advice and support it is felt that the needs of the child remain so substantial that they cannot be met by the school with the funding in place for all pupils, then this concern will be brought to the attention of the Local Authority. The SENDCo will gather the relevant information to submit an EHCP; this includes:

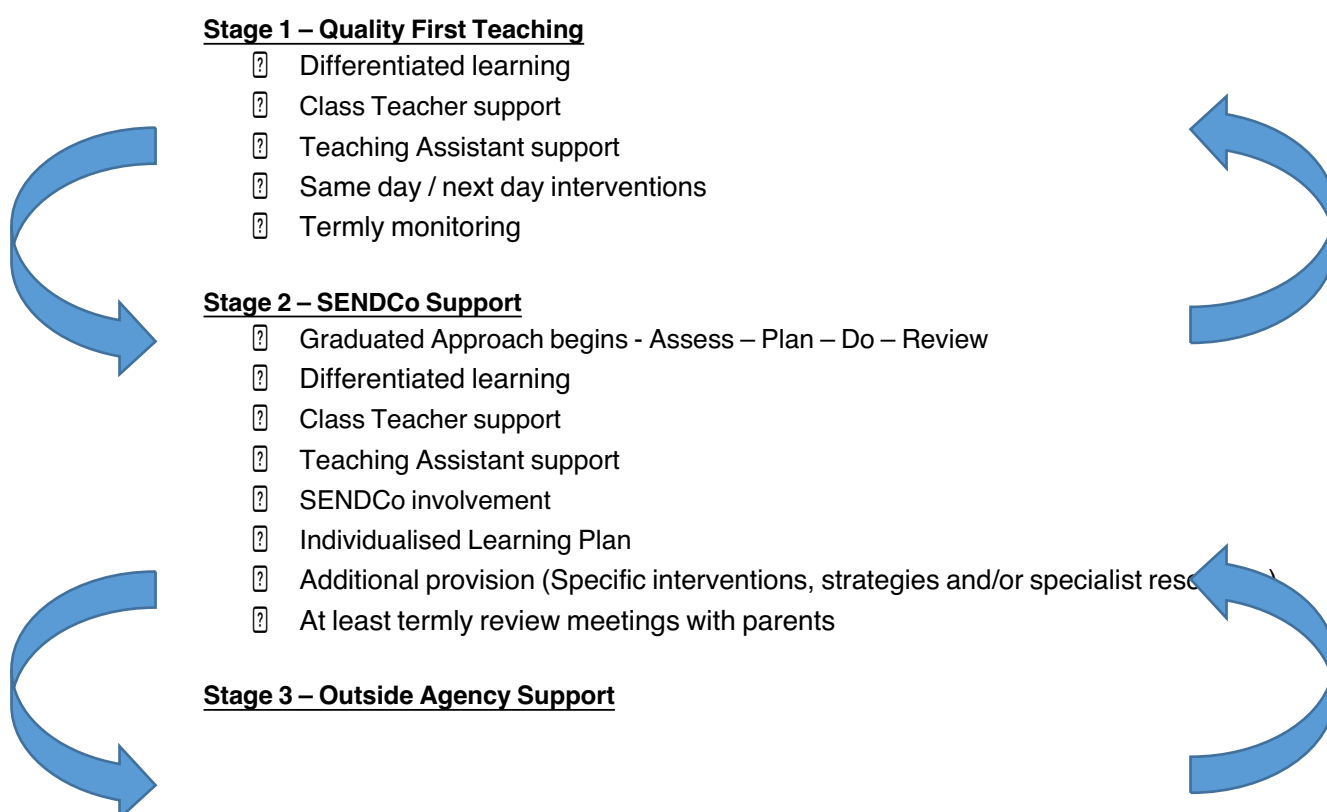
- * Recorded views of the parents and children on the earlier stages of the assessment and any intervention and support to date.
- * Evidence of health checks, e.g. any information on medical advice to school
- * If appropriate any Children's Services involvement
- * Individual Learning Plans
- * The views and evidence of involvement from the relevant support agencies

All the above information will be collated and sent to the Local Authority together with the appropriate referral for an Education, Health and Care Needs Assessment Form. Whilst the assessment is in hand, the child will continue to receive the support already provided under the previous stage. Parents should be informed that there is a **Named Person** who will give them independent advice and information.

If an EHCP application is successful, the pupil will receive top-up funding to support their individual needs. This funding may enable a range of interventions, training, specialist support, group activities and/or some 1:1 support from a Specialist Teacher or in-class Teaching Assistant. The effectiveness of the Education, Health and Care Plan and the associated funding would be judged by the achievement of outcomes at an annual review.

Everyone involved with the education of the child with an Education, Health and Care Plan will be invited by the SENDCo to attend the Annual Review meeting. The targets for the past 12 months will be reviewed and assessed, any new concerns expressed, the views of the parents and others noted and discussed. New targets for the next 12 months will be set up. The SENDCo will complete the appropriate Annual Review Form and send copies to all the relevant people once the completed draft is released on the EHC Hub.

The Graduated Approach to SEND is highlighted below:



- ? Graduated Approach continues - Assess – Plan – Do – Review
- ? Differentiated learning
- ? Class Teacher support
- ? Teaching Assistant support
- ? SENDCo involvement
- ? Individualised Learning Plan
- ? Additional provision (Specific interventions, strategies and/or specialist resources)
- ? Outside agency involvement (e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist, Downright Special, Hearing and Vision Team, Complex Behaviour Team, CAHMs, ASET)
- ? Outside agency assessments
- ? Multi-agency meetings
- ? At least termly review meetings with parents

Stage 4 – Educational Health and Care Assessment Referral (EHCAR)

- ? Graduated Approach continues - Assess – Plan – Do – Review
- ? Differentiated learning
- ? Class Teacher support
- ? Teaching Assistant support
- ? SENDCo involvement
- ? Individualised Learning Plan
- ? Additional provision (Specific interventions, strategies and/or specialist resources)
- ? Continued outside agency involvement
- ? Outside agency assessments (where necessary)
- ? Multi-agency meetings
- ? Evidence collected for an EHCAR
- ? EHCNA submitted to Local Authority
- ? At least termly review meetings with parents

Stage 5 – Educational Health and Care Plan

- ? Graduated Approach continues - Assess – Plan – Do – Review
- ? Differentiated learning
- ? Class Teacher support
- ? Teaching Assistant support
- ? SENDCo involvement
- ? Individualised Learning Plan
- ? Additional provision (Specific interventions, strategies and/or specialist resources)
- ? Continued outside agency involvement
- ? At least termly review meetings with parents
- ? Multi-agency meetings / Yearly Annual Review

Evaluating the effectiveness of provision

In order to make consistent and continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, as well as discussion during progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on the whole school provision map, which is updated termly in line with outcomes on learning plans. School targeted intervention sheets are used to evaluate the effectiveness of each intervention. Through rigorous systems, the SENDCo is then able to identify and provide training if / where required and focus on key individuals or groups of pupils throughout the following term.

Disability

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 SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

To ensure all children can access the physical environment we ensure/provide a range of environmental adaptations: disabled toilets, a wash / shower room, wide doors, electric door opening into the reception area, wide corridors, one-level building and outside area, and a low work station at the front entrance.

Exam access arrangements

In accordance with guidance from the DFE we recognise that a small number of pupils may need additional arrangements so they can take part in the key stage 2 tests. We consider access arrangements before we administer the tests.

Access arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own. This support can be in the form of an adult reading the questions aloud (unless it is a reading test) or applying to have additional time to complete the test.

A pupil is automatically entitled to additional time if they:

- ❑ have a statement of special educational needs or an Education Health and Care Plan (EHCP)
- ❑ use the braille or modified large print (MLP) versions of the tests

Pupils with a statement of special educational needs or EHCP are allowed up to 25% additional time, except for the spelling task. Pupils who use the braille or MLP versions of the tests can have up to 100% additional time.

Additional time to complete the tests may be appropriate for other pupils who:

- ❑ require additional time under test conditions to properly demonstrate their knowledge and understanding, this may include pupils who are unable to work at the same speed as their peers due to a specific need
- ❑ are waiting for confirmation of an EHC plan

In some cases, a pupil may not be entered into the tests. If a pupil is either:

1. working below the level of the tests or
2. the pupil is working at the level of the tests but unable to access them or
3. the pupil's standard of attainment cannot be established because they have just arrived in school

The Head teacher, class teacher and / or SENDCo will contact parents and discuss this in further detail for each individual pupil.

The Role of the SEN/D Co-ordinator

In line with the Special Educational Needs and Disability Code of Practice (2014) and the mandatory standards identified within National SENCo Award training, the SENCo has *'an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision. They will be most effective in that role if they are part of the school leadership team (Section 6:87).*

The SEN/D Co-ordinator responsibilities at Brigg Primary include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with and supporting fellow teachers, supervisors and support staff
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
 - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority and its support services
- extending their own professional development and that of her colleagues in order to extend knowledge of special educational needs and disabilities throughout school.
 - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 - ensuring that the school keeps the records of all pupils with SEN up to date

Our SENDCo is Mrs H. Taylor. She can be contacted via the school office: 01652 652155.

The Role of the SEN/D Governor

- ❑ To meet with the SENDCo termly.
- ❑ To have a good overview of SEN/D at Brigg Primary School and how the systems and procedures work.
- ❑ To challenge the SENDCo in a professional and supportive manner.
- ❑ To compile a report which is presented to all Governors at the Full Governing Body meeting.

The role of the teacher

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCo and specialist staff.

Our teachers will:

- ❑ focus on outcomes for every child and the outcome wanted from any SEN support.
- ❑ be responsible for meeting special educational needs under the guidance of the SENDCo and Head teacher.
- ❑ have high aspirations for every child setting clear progress targets; and
- ❑ involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

Learning Support/Teaching Assistants

Teaching assistants are part of our whole school approach to SEN, working in partnership with the classroom teacher and the SENDCo. We deploy our teaching assistants depending on their strengths, level of experience and rapport with individuals when a 1:1. Our TAs are most effective when the support they give is focused on the achievement of specific outcomes.

TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

Partnership with parents

Following initial enquiries and concerns raised by parents, class teachers will be aware of the policy of the school and follow procedures as a result of these. Concerns or queries which the teacher does not have the expertise or the information to answer, should be directed to the Headteacher or the SENDCo, who will have the documentation, records and information e.g. SEN/D record, allocation of resources, the Education, Health and Care Plan. The parent may need to be directed to a member of the Local Authority in the SEN/D department.

Parental partnership is a vital and statutory requirement. We value the partnership of home and school working together with equal commitment towards the same end, and recognise that our pupils will benefit more fully from the opportunities that we offer with this alliance. Parents are encouraged to be fully involved in all aspects of their child's education and all parents of a child with SEN/D will be offered a SEN/D meeting once a term. Where possible, this will be an informal meeting at school, but can be done in a variety of other ways including at parents' consultation evenings, at open evenings/afternoons, on the telephone, email or via letter.

Transition between Educational Placements

Arrangements include:

- ❑ Liaison with the on-site nursery to meet the pupils and staff
- ❑ Home visits or visits to an off-site nursery to meet the pupil and their familiar environment
- ❑ Liaison with future placements by invitation to Year 6 Annual Reviews and SEN/D meetings
- ❑ All SEN/D Information passed on to future placements
- ❑ Parental visits
- ❑ Induction days
- ❑ Discussion with outside agency specialists regarding pupils with special educational needs transferring to or from us

When necessary, we draw on the expertise of colleagues in specialist provisions / schools.

Publishing Information: SEND information report

In line with the requirements set out in the Code of Practice (DfES 2014) the school publishes information on the school website. This information is updated annually and it is written by the SENDCo.

Complaints Procedure

This Policy is reviewed on an annual basis, or earlier depending on legislation, referring to the Equal Opportunities Policy, Diversity Policy, Accessibility Policy, Disability Equality Scheme, Child Protection Policy, Racial Equality Policy, Anti-bullying Policy, Multicultural Policy and Cultural Diversity Policy.

Legislative Requirements

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- ❑ Teachers Standards 2012
- ❑ Education Acts 1996, 2002 & 2011
- ❑ SEND Code of Practice 0 – 25 June 2015
- ❑ SEN & Disability Regulations 2014
- ❑ Part 3 of the Children and Families Act 2014
- ❑ Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- ❑ Statutory Guidance on Supporting pupils at school with medical conditions, December 2015

March 2025

Review: March 2026

H.Taylor
SENDCo

