Special Educational Needs and Disabilities (SEND) Policy

Approved	September 2026
Next Review Due	September 2027

1. Our aims in developing a written policy

1.1 The aim of this policy is to describe our commitment to teaching children with Special Educational Needs and Disabilities (SEND), which is reflected in our whole-school ethos. It is intended that this document will define the term 'Special Educational Needs and Disabilities'. It will outline our aims and objectives in making SEND provision, and describe how the needs of individual pupils are identified, with reference to the SEND Code of Practice 0–25 (July 2014; last updated September 2024). It will set out the organisation and management of the provision for children with Special Educational Needs and Disabilities, and how we monitor the effectiveness of this provision.

1.2 The policy will seek to inform and advise parents/carers, teachers, governors and inspectors on the school's SEND procedures and the implementation of the policy. It is intended to be used as a tool for the development of better practice and as a means of ensuring a fair distribution of resources for children with SEND

2. Definition of Special Educational Needs and Disability

2.1 According to the SEND Code of Practice 0–25 (July 2014; last updated September 2024), 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.

2.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) 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 age in mainstream schools or mainstream post-16 institutions.

2.3 Children must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

2.4 Special educational provision is that which is **additional to, or otherwise different from**, the educational provision generally made for children of their age in schools maintained by the LA, other than special schools in the area.

3 Our aims in Making Provision for Children with Special Educational Needs and Disabilities

3.1 Many children have particular needs during their school career: a gap or deficit in one or more curriculum areas, or difficulties socially and emotionally. Where it is identified that a child's needs cannot be met through quality first teaching, in the usual context of the classroom setting and adaptive teaching, some intervention or extra support may be required to meet those needs.

3.2 At Brackenbury Primary School we aim to identify these needs early and respond to them appropriately, using both school-based and/or external resources. We aim to ensure that the barriers to learning are removed to enable children to develop as individuals, both cognitively and emotionally. As a community primary school, we have regard to the **Special Educational Needs and Disability Code of Practice Years 0-25** when carrying out our duties towards all pupils with special educational needs and disabilities. It is the responsibility of the governing body and the Executive Head Teacher for making special educational provision for all pupils who, at any time during their attendance at Brackenbury Primary School, may have a special educational need or disability.

4 Our Objectives in making provision for Pupils with Special Educational Needs and Disabilities

a) To ensure that all pupils are able to develop intellectually, socially, emotionally, morally, creatively and physically;
b) To provide individuals with appropriate support to help them make excellent progress and achieve well;
c) To ensure that all pupils have access to an ambitious, broad and balanced curriculum that is appropriately adapted or personalised in response to their individual needs, developmental profile and EHCP outcomes.
d) To ensure that, where a special need or disability has been identified, the curriculum is successfully adapted, and appropriate interventions are put in place to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence;
e) To promote inclusion and equal opportunities;
f) To allow for the monitoring of the effectiveness of special programmes of learning for all children, including those with an Education, Health and Care Plan (EHCP);
g) To maintain a consistent and effective system for identifying and responding to an individual's needs which allows for the swift exchange of information between pupil, parents, teachers and other professionals;
h) To ensure a fair distribution and effective use of the school's resources, in collaboration with the governors;
i) To break down learning into manageable steps to ensure the progress of all children;
j) To ensure that achievable targets are set for children with special needs which provide 'stepping stones' to maintain an appropriate level of progress;

k) To enable external agencies to assess and offer support or advice on the teaching of pupils with special needs.

5. Identification and Assessment

5.1 Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the Executive Head Teacher, Head of School and SENCO, all members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching children with SEND is therefore a whole school responsibility.

5.2 At Brackenbury Primary School, at the heart of every class is a continuous cycle of assessment, planning, teaching and reviewing, which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment or attainments in specific subjects fall significantly outside the expected range may have special educational needs and disabilities. There may be other children who have social or emotional needs that cannot be met through the usual context of the classroom. These children may also have SEND.

5.3 We use agreed policies for behaviour and assessment to provide criteria for this judgement, taking into account the comparative achievement of other children. The views of parents, teachers and non- teaching staff, the SENCO and the Head of School can also contribute to this judgment.

6. Provision

6.1 At Brackenbury, we assess each child's current levels of attainment on entry to the Reception class, to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. We liaise closely with the Brackenbury Nursery, and aim to develop and maintain links with other nurseries where children may transfer from.

6.2 If the child already has an identified special educational need or disability, this information will be transferred from the Early Years' setting and the SENCO and class teacher will use this information to:

a) provide starting points for the development of an appropriate curriculum;
b) identify and focus attention on action to support the child within the class;
c) use the assessment process to identify any learning difficulties;
d) ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps in the child's learning;
e) involve parents in implementing a joint learning approach at home.

6.3 The identification and assessment of children with a special educational need or disability, whose first language is not English, requires particular care. Where there is

uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have are due to limitations regarding their command of the language, or arise from a special educational need. The opinion of the SENCO, and other outside professionals where appropriate (e.g. Educational Psychologist), is sought as to whether the child's rate of acquiring English is within the expected range. Parents' knowledge of their child's acquisition of their first language will also be drawn upon.

6.4 In order to help children who have special educational needs and disabilities, Brackenbury Primary School adopts a graduated response which recognises that there is a continuum of SEND, and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We record the steps taken to meet the needs of individual children.

7 Sen Code of Practice

7.1 Brackenbury Primary School uses the Graduated Response for identification, assessment and review of pupils with SEND in the school:

Assess

a) Draw on teachers' assessments and experiences of the pupil to analyse needs
b) Look at individual's development in comparison to their peers and national data
c) Consider advice from external support services.

Plan

a) Agree adjustments, interventions and support to be put in place, as well as expected impact on progress, development or behaviour, along with a clear date for review
b) Formally notify parents.

Do

a) Class teachers 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.
b) The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should 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 interventions put into place as part of this four-part response are short-term and focus on removing or reducing obstacles to individual's learning. The current interventions provided at Brackenbury School are designed to support
    a) Reading, writing and maths
    b) Phonics development
    c) Speech, Language and Communication
    d) Behaviour for Learning / social, emotional and mental health

7.2 In certain cases where children are not making expected progress, or whose attainment is significantly below what would be expected, an Education Health and Care Plan (EHCP) may be issued. A formal request for assessment towards an EHCP would only be pursued after the Graduated Response had been implemented over time, without the anticipated outcomes, or where a child's clinically-diagnosed special educational needs or disability cannot be met within a mainstream school by Quality First Teaching alone.

7.3 The broad areas of need, which will be included in an EHCP are:

a) Communication and Interaction
b) Cognition and Learning
c) Social, Emotional and Mental Health
d) Sensory and/or Physical needs

In-depth details of these broad areas of need can be found in section 6 of the SEND Code of Practice 0–25 (July 2014; last updated September 2024) (page 86).

7.4 For children who have an Education Health and Care Plan (EHCP), an Individual Education Plan (IEP) may be written. Strategies employed to enable the child to make progress will be recorded within the IEP, which will include information about

a) the short-term targets set for the child (3-4 usually)
b) the quality first teaching strategies to be used
c) the educational provisions and environmental modifications to be put in place
d) when the plan is to be renewed
e) outcomes (to be recorded when the IEP is reviewed)

7.5 The IEP will only record what is additional to, or different from, the adaptive teaching curriculum. It will focus on three or four individual targets that match the child's needs, and have been discussed with the child and the parents. The IEP will be reviewed three times a year and parent's views on their child's progress will be sought at least once a year through the Annual Review process. Wherever possible, the child will also take part in the review process.

7.6 EHCPs are generally reviewed on an annual basis. Early Annual Reviews can also be called, for example for children with EHCPs who are under 5 or if the education, health or social care provision in the EHCP is no longer meeting the child or young person's need.

At the Annual Review, the parents, pupil, LA, school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The Annual Review will focus on the child's achievements, as well as any difficulties that need to be supported. At the review in Year 5, clear recommendations will be given to the type of provision that the child will require at the secondary stage. It will then be possible for parents to visit secondary schools and consider the appropriate options, within similar timescales to other parents.

7.7 Brackenbury Primary School receives a notional SEND budget, based on a locally agreed formula, for supporting children within school. There is an upper limit to the notional funding per child and schools can apply for additional time-limited funding if further input or additional provision is required. If long-term funding is needed to meet the needs of individual pupils, it may be that the school requests a statutory assessment for an EHCP. This request will be discussed in partnership with the parents and child. For children with significant and different needs but without an EHCP, Interim Contingency Funding may be applied for from the Local Authority to support their inclusion and/or transition from one key stage to the next.

8 Partnership with Parents

8.1 Parental involvement is an essential element in the achievement of all children in the school and is ensured through regular formal and informal meetings. Staff are accessible to listen to parents' concerns, and parents are contacted as soon as significant difficulties are perceived.

When children have a special educational need or disability, parental involvement becomes particularly important and is a legal requirement, reiterated in the London Borough of Hammersmith and Fulham (LBHF) Local Offer, highlighting "*Parents as equal partners in planning for their child*."

The process for communicating concerns regarding SEND provision is the same as for other school activities: parents are encouraged to firstly approach the class teacher, followed by the SENCO, the Deputy Headteacher or the Head of School. Parents are also able to approach the Governors or their resident Local Authority directly.

9 Roles and Responsibilities

9.1 It is the responsibility of the governing body and the Head of School for making the special educational provision for all pupils who, at any time during their attendance at Brackenbury Primary School, may have special educational needs and disabilities, as outlined in the Children and Families Act 2014, the SEND Code of Practice 2014 and the Equality Act 2010.

9.2 The Role of the SENCO in mainstream primary schools

The SENCO has the responsibility for the day-to-day implementation of the SEND policy. The SENCO's responsibilities include:

a) overseeing the day to day operation of the school's SEND policy

b) coordinating the provision for children with SEND
c) liaising and advising fellow teachers
d) managing learning support assistants
e) overseeing the records of all children with special educational needs
f) liaising with parents of children with additional or special educational needs and disabilities
g) contributing to in-service training of staff
h) liaising with external agencies including the LA's support and educational psychology services, health services and voluntary bodies

10 Basic Information about the school's SEND Provision

10.1 Admissions

As a community primary school, Brackenbury Primary School follows the Local Authority (LA) guidelines on admissions. Pupils without an EHCP will be admitted on the basis of our published admissions criteria. It is the responsibility of the LA to arrange for special provision to be met for those pupils with an EHCP. The ability of our school to make this provision will be addressed when the child's placement is considered.

Places in The Orchard are commissioned by the Local Authority for pupils with an Education, Health and Care Plan (EHCP). Admission is not through the school's usual mainstream admissions process. Placement decisions are made by the Local Authority through the statutory EHCP consultation process, taking account of the pupil's identified needs, the provision specified in their EHCP, the suitability of the provision and the efficient education of other pupils.

10.2 SEND Specialism

At Brackenbury Primary School, we make excellent use of specialist teachers and outreach services within London Borough of Hammersmith and Fulham's Local Offer. Such specialists may work with an individual, a group, or occasionally whole class, as well as advise teachers on the use of strategies that promote effective learning.

The SENCO will be a suitably qualified teacher (e.g. National Award for SEN Coordination) and able to support teachers, Teaching Assistants (TAs), parents and pupils.

10.3 The Orchard Specialist Autism Inclusion Base

The Orchard is Brackenbury Primary School's 20-place Specialist Autism Inclusion Base for pupils from the Early Years Foundation Stage to Key Stage 2. It forms part of Brackenbury Primary School and shares the school's inclusive ethos, safeguarding arrangements, policies and commitment to ensuring that every pupil belongs, participates and achieves.

Pupils placed in The Orchard have autism as their primary area of need and require a specialist, highly structured learning environment and autism-specific approaches that cannot ordinarily be provided solely through mainstream classroom provision. The school works with the Local Authority, parents and relevant professionals to determine whether The Orchard can appropriately meet each pupil's needs.

Pupils are taught within one of two specialist classes, organised according to age, developmental profile, communication needs and learning needs. Provision includes structured teaching, individual and small-group learning, visual supports, a total communication approach, support for sensory regulation and opportunities to develop communication, independence, emotional regulation and social interaction.

The curriculum is personalised and ambitious. Depending upon pupils' individual needs and EHCP outcomes, pupils may access the National Curriculum, a developmentally adapted curriculum or an appropriate combination of both. Approaches and frameworks may include SCERTS, EQUALS, Attention Autism and Intensive Interaction where appropriate.

Pupils remain members of the wider Brackenbury community. Opportunities for learning and participation alongside mainstream peers are planned individually and may include lessons, assemblies, playtimes, enrichment activities, educational visits and whole-school events. Inclusion is determined by each pupil's needs, wellbeing and intended outcomes and is regularly reviewed. Inclusion does not require every pupil to spend a fixed proportion of time in a mainstream classroom.

Provision is planned through the assess, plan, do, review cycle and is informed by each pupil's EHCP, individual targets and professional advice. Parents and pupils are involved in reviewing provision, and EHCPs are reviewed in accordance with statutory requirements.

10.4 Inclusion and access to the curriculum

At Brackenbury Primary School, we make every effort to break down the barriers to learning to ensure that all pupils are integrated as fully as possible and have access to a broad and balanced curriculum. Class teachers will generally support children with special educational needs and disabilities through quality first teaching, adaptive teaching and setting individual targets. This enables all children to access the curriculum even when they are operating at a different stage of development to the majority of their peers. Additional support will usually take place in the classroom. If appropriate, the pupil may be withdrawn for targeted, adult-led intervention with a small group of peers or one-to-one. Where possible, these withdrawals from the classroom are flexibly timed to ensure that the child does not miss out on the same topic every time.

10.5 Children with Medical Needs

Where a child's medical needs interrupt their normal educational provision at Brackenbury Primary School, we aim to have the child's educational needs identified and ensure that they receive support quickly and efficiently. Where the absence lasts up to 15 days or less, and is not part of a recurring medical condition, the school will liaise with parents of the child, and provide homework, as soon as the child becomes able to cope with it. Where the child's absence is expected to last for more than 15 days, and the child is at home and not in hospital, the school will make a referral to the LA for home tuition. Where the child is hospitalized, there is a 'direct referral system' for pupils who receive education at hospitals in the area. Children's attendance is monitored by the school office, who will alert the SENCO and or Deputy Head as the named person(s), when a child is likely to be absent for more than a week.

10.6 Children with Disabilities

Amendments to the Children Act 1989 (in order to bring it into line with the Disability Discrimination Act 2005) states:

'A child is disabled if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

In line with the Equality Act 2010, Brackenbury Primary School ensures that reasonable adjustments are made so that children with disabilities are not discriminated against and have equal access to education, facilities and services.

107 Brackenbury Primary School does not treat disabled pupils less favorably, for any reason which relates to their disability. We take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled. We also plan strategically for the improvement of the physical environment for disabled students. The ground floor of our main school building is fully accessible to wheelchair users, and there is also a toilet that has wheel chair access. We aim to increase disabled students' participation in the curriculum and are improving ways in which written/spoken information, which is provided to pupils who are not disabled, is also provided to disabled pupils.

10.8 We can enlarge print for visually impaired students, and have access to the 'talking books' scheme, which allows individual children to borrow books and audio tapes.

10.89Staff aim to use a multi-sensory approach to their teaching, which will help meet the differing learning styles of the pupils. In addition, they consider the grouping in the classroom, and make adjustments to the curriculum to include all pupils in the wide range of activities available at Brackenbury.

10.10 Liaison with other agencies

At Brackenbury Primary School we value the contributions of other professionals and endeavour to work with them as closely as possible. Services that we seek advice from include:

a) LA services such as Educational Psychology, The OAT Academy Behaviour Advisory Service, the Sensory Language and Impairment team and the Inclusion and Specialist Intervention Outreach Service (Inspire).

b) Health professionals such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, the school nurse, doctor, Cheyne Child Development Service and the Child and Adolescent Mental Health Service (CAMHS).

c) Outreach services from SEND specialist schools e.g. Queensmill; Jack Tizard.

d) Information from previous schools and Social Services.

10.11 Referral to these services is made via the school, parents, or the Health Service. When children with special educational needs and disabilities transfer to other schools, every effort is made to liaise with the receiving school, ensuring a smooth transition and passing on of information and files, in accordance with the SEND Code of Practice 0–25 (July 2014; last updated September 2024).

11 Monitoring the Provision

11.1 Regular meetings take place between the governor for SEND and the SENCO to ensure effective co-ordination of the provision. The SEND Governor reports back to the full governing body at regular intervals, which enables effective communication to take place.
The SENCO monitors the class teachers' planning, and observes some lessons to ensure that appropriate provision is being made for children with SEND, which also matches their individual targets.

11.2 Individual Education Plans (IEPs) for children with EHCPs are reviewed by the class teachers and SENCO at least once a term to assess whether pupils are progressing. The format for IEPs has been reviewed to assist teachers to make targets more specific and closely aligned to the child's EHCP outcomes, and then match the action on how those targets are to be achieved. Information on the SEND register is held on a database centrally, which enables swift access to current SEND information.

11.3 Through the process of informal discussion of SEND needs and provision, formal monitoring, discussion with the support service staff and long-term review of the SEND policy that INSET needs are identified. These are provided on mainly an in-house basis or as a main focus on the School Development Plan.

12 Evaluation of the Provision

Evaluation of the provision for children with Special Educational Needs and Disabilities is carried out in several different ways:

a) Regular meetings between the Head of School and SENCO to discuss the scope and breadth of the provision.
b) Annual Review of the SEND Policy by the governors.
c) Regular monitoring of the progress of children on the SEND Register, through end of year tests, reading and spelling tests, progress made against individual targets set, and informal observations.
d) Termly meetings with the Speech and Language Therapist and SENCO to identify vulnerable children and monitor progress.

Further information is available in our SEND information report available from the school website or office.

APPENDIX 1

SEND/AEN BUDGET AND STAFFING

Budget

The notional SEND budget provides funding for children within the school who may have additional or special educational needs and disabilities. A prescribed local formula is used to set the budget at the beginning of the school year and a contingency fund from the Higher Needs Block is available to 'top-up' provision if necessary.

The number of children with an Education Health and Care Plan (EHCP) will vary from year to year. Funding to support these children is provided by the Local Authority that has issued the EHCP.

The Orchard is funded through specialist place funding commissioned by the Local Authority, together with pupil-specific top-up funding determined according to individual need and local funding arrangements. This funding is distinct from the school's notional SEND budget, which supports ordinarily available and additional provision for pupils within the mainstream school.

Staffing

The Assistant Headteacher with Inclusion, whose role incorporates the responsibilities of SENCO, has the responsibility for conducting Annual Reviews and advising staff on SEND issues, liaison with other professionals, and organising and monitoring the SEND Register.

All class teachers are central to the identification of Special Educational Needs and Disabilities, the planning, implementation and monitoring of the provision.

APPENDIX 2 – HOW ARE CHILDREN PLACED ON THE SEND REGISTER

What is the SEND Register?
This is a list of all the pupils in the school and class who have special educational needs (SEN) and/or a disability. It is a fluid list, which is reviewed by the SENCO on at least a termly basis.

Which children should be placed on the SEND Register?
Pupils will only be added to the SEND register if they require provision that is **additional and different to that offered to all pupils** in order to reach the expected standard, because they have SEN or a disability.

This might include pupils who:

- Have an education, health and care (EHC) plan
- Receive internal interventions to address identified areas of SEND
- Work with an external specialist teacher or therapist
- Require targeted one-to-one support to access the curriculum
- Require adaptive educational provision or environmental modifications

Unless the pupil has **additional and different support** to that offered to all pupils, the pupil does not need to be on the SEND register. This includes pupils with a diagnosis of SEND who do not require additional or different support to reach age-related expectations.

If a pupil is working at the expected standard but receiving support that is additional and different from the universal support for all pupils, the pupil should be on the SEND register.

If the pupil does not require additional or different support, that pupil may not need to be on the SEND register, for example:

- A pupil with a diagnosed SEND such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia or an Autistic Spectrum Disorder (ASD), but who is working at the expected standard in class and does not require additional interventions to support their inclusion, may not need to be on the SEND register.
- If the pupil receives additional support from a classroom Teaching Assistant (TA) who would offer similar support to other pupils in the classroom, the pupil may not be placed on the SEND register.
- However, if the pupil receives a specific intervention for their SEND, **which is not offered** to all pupils, the pupil should be placed on the SEND register.

Some pupils with significant needs will always be on the SEND Register because they will always need additional support to access the curriculum. Other pupils may only need

help for a short amount of time and if they no longer need any help, they will be removed from the SEND Register in discussion with parents/carers.

When are children placed on the SEND Register at Brackenbury Primary School?

- A pupil who is currently open to an NHS service such as CAMHS, the Cheyne Child Development Centre, OT **and** is receiving additional and different provision within the academic year.
- A child who has received a diagnosis of SEND (e.g. ASD/ADHD) **and** has additional and different provision in school to meet this need (e.g. social skills support; sensory movement breaks).
- A child who has received a diagnosis of ASD and has been prescribed additional / different provision by an outside agency e.g. Queensmill; LBHF InSpire.
- A child receiving regular 'additional to/different from' interventions from outside agencies, which are not ordinarily available to his/her peers (e.g. Dyslexia Tutoring, SALT).
- A child who has been referred for an Educational Psychologist assessment this academic year, as part of the SEND graduated process.
- Children who have previously been diagnosed with SEND by an outside agency (EP, SALT, OT) and are still needing additional SEND provision despite ongoing intervention.

Should a child be placed of the SEND Register if they are referred by the teacher to the SENCO?

- As part of the Assess, Plan, Do, Review cycle, a teacher can refer a pupil to the SENCO for observation and/or assessment if they have concerns about the child's learning.
- The SENCO will observe and assess the child and then identify strategies and reasonable adjustments for the teacher to implement **(Assess, Plan, Do).**
- After an agreed period of time (e.g. a half term), the SENCO and teacher will review these strategies and agree next steps for supporting the pupil. The SENCO will liaise with the class teacher to monitor that these interventions are taking place. **(Review)**
- Following this review, pupils who have responded to the recommended strategies and started to make progress / achieve ARE will not be placed on the SEND register.
- Pupils who have not responded to the additional interventions will be placed on the SEND register and monitored by the SENCO. Further interventions will be put in place where appropriate, as part of Brackenbury Primary School's graduated approach to SEND. Parents will be contacted as part of this process.