



## Special Educational Needs and Disabilities (SEND) Policy

### Our Aims and Beliefs

Bradfield Primary School endeavours to provide a caring and secure environment for the education and development of children. We believe that all children have the right to access a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence. Teachers offer high quality teaching to all children. Children with special educational needs require an enhanced level of resourcing and differentiation to meet their needs and the school considers that learning support for these children is their entitlement. We are committed to raising the aspirations of and expectations for all pupils with SEND. We want all children to reach and fulfill their potential.

### Objectives

The objectives of the SEND provision at Bradfield are:

- To identify and provide for pupils who have special educational needs and additional needs. To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Education Needs and Disabilities Coordinator (SENDCO) who will work with the SEND Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To create an environment that meets the special educational needs of each child.
- To enable all children to have full access to all elements of the school curriculum.

### Identifying Special Educational Needs

Early identification of children with Special Educational Needs is essential. At Bradfield Primary we assess each pupil’s current skills and levels of attainment on entry to our school, building on information from previous setting where appropriate. We will also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Teachers and the Senior Leadership Team make regular assessments of progress for all pupils. We seek to identify pupils making less than expected progress given their age and individual circumstances.

We review and manage special educational provision over four broad areas of need. These four broad areas give an overview of the range of needs that are planned for.

- **Communication and Interaction**
  - Speech, language and communication needs

- Autistic Spectrum Disorders
- **Cognition and Learning**
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties
- Specific learning difficulties e.g. dyslexia
- **Social, Emotional and mental health difficulties**
- **Sensory and/or physical needs**
- Vision or Hearing Impairment
- Physical Difficulties

The purpose of identification is to work out what action the school needs to take, not to fit a pupil to a category. We consider the needs of the whole child. The support provided to an individual should be based on a full understanding of their particular strengths and needs, and should seek to address them all using well-evidenced interventions targeted at their areas of difficulty.

### **Graduated Approach to SEND Support**

Teachers offer high quality teaching which is differentiated for individual pupils. This is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, supporting, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need we are able to access more specialised assessments from external agencies and professionals. Where it is decided that a pupils does have SEND, the decision will be recorded in the school records, and the pupils parents will be formally informed that special educational provision is being made.

The class teacher and SENDCO will take action to remove barriers to learning and put effective educational provision in place. This SEND support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is our graduated approach.

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will be done using a range of assessments and observations, gathering evidence from teachers, parents,

SENDCO, support staff and other relevant professionals. These assessments will be ongoing and reviewed regularly. This will 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.

## **Plan**

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as a date for review. All teachers and support staff who work with the pupils should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This plan of support will be recorded on our school Provision Map and where it felt appropriate for the child's particular needs on a one-page plan.

## **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 or subject teacher, they should 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, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. These reviews will usually be termly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher and SENDCO will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the school will review the plan as a minimum every 12 months as directed by the local authority.

## **Requesting an Education, Health and Care needs assessment**

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. Once all of the evidence is submitted it will be reviewed by the local authority and may result in the issuing of an Education, Health and Care Plan. This is a legal document, which details the SEND the child has, the outcomes sought for the child and the special educational

provision required by the child. It also gives details of school placement and personal budgets.

The school will store all the SEND records on individual children centrally in individual SEND files. Copies of these records will also be given to class teachers and Teaching Assistants working with SEND children. When a child moves on to a new setting the school will transfer these files accordingly.

### **Managing Pupil's needs**

The progress of children with SEND is monitored and assessed regularly (at least termly) by class teachers and Senior managers. The type and level of SEND support across the school is reviewed termly by the SMT at pupil progress meetings. The class teacher and SENDCO will together agree the appropriate additional provision for a child, agree outcomes and set suitable 'SMART' targets (specific, measurable, achievable, relevant and time-bound). This provision or intervention and the outcomes/targets are recorded on a Provision Map. Targets are recorded on the termly report card sent home to all parents. Monitoring sheets are used to record and track progress. Class teachers, with the support of the SENDCO are responsible for keeping these documents up to date. The class teacher, and/or the SENDCO will meet parents of SEND children termly to share these outcomes and review the progress towards them. They will discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupils and the school. The school staff will consult the children about their progress and develop opportunities for children to give their views. Where provision involves additional support from outside agencies or specialist services, the SENDCO is responsible for liaising with these providers, completing referral documentation as well as monitoring their involvement and support. The SENDCO will keep parents informed of their involvement and encourage families to be part of this support where appropriate.

### **Supporting Pupils and Families**

The school is keen to actively involve parents and guardians in the partnership between home and school, thereby supporting a child's education and development. We will strive to establish and maintain positive links with parents and guardians of children with special educational needs by keeping the parents fully informed and involved at all stages of the SEND process, and encouraging to make an active contribution to their child's education.

### **Local Offer**

Information about Essex County Councils Local Offer to support children and young people with SEND can be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk).

### **SEND Information Report**

This report contains information about the implementation of this policy for pupils with SEND. It can be found on our website. You will also find links to other agencies to support families and pupils with SEND.

## **Admissions**

Essex County Council as the Local Education Authority is ultimately responsible for admitting pupils to all schools under County control. The LA is therefore the admissions body for Bradfield Primary. The Governors of the school are responsible for admissions arrangements. When pupils start at Bradfield Primary, the parents/carers are asked for details of any Special Educational Needs and Disabilities their child may have. This is to ensure the SENDCO has time to gather any further information from other agencies and plan any special educational provision. Further details about our admissions can be found in our prospectus on our website.

## **Transition Arrangements**

We have a whole school transition process as children move into a new year group at the end of each year. Current and new teaching staff meet with the SLT for a handover meeting. Individual children and their needs are discussed, and plans are made to best support them with the transition where appropriate. This could include making a transition booklet, having additional visits to classroom, providing further opportunities to get to know new teacher etc. All children have a day with their new teacher in their new classroom towards the end of term. The SENDCO ensures that new teachers have up to date information and reports for every new child in their SEND folder.

We have a clear induction process for children new to our school. The new Reception class teacher and/or the SENDCO will arrange visits to see the children in their current settings. The SENDCO also has handover meetings with the SENDCO at pre-school providers where key information and assessments are shared. Where appropriate a more formal transition plan can be put in place to give further opportunities to visit the school and get to know new adults.

Where children are transferring to Secondary School, the SENDCO and class teacher will meet or contact SENDCOs of each school to transfer SEND information. All SEND school records will be passed onto new settings. Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review. Extra visits for children with SEND are made in the summer term where appropriate.

## **Supporting pupils at school with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

When the school is made aware of a pupil's medical condition, certain steps will be carried out by the school in line with our policy. The school will contact the parents via

letter to invite them to a meeting to develop an Individual Healthcare Plan. The school will ensure that pupils with medical needs have a Healthcare Plan which outlines the support needed and the roles of all involved. The plans will be written and agreed by the school, healthcare professionals, parents/carers and, if appropriate, the pupil and will be based on evidence. Healthcare Plans will be monitored and reviewed annually or as required. For more information please ask our staff for our policy for supporting pupils at school with medical conditions.

### **Monitoring and Evaluating SEND**

The school regularly and carefully monitors and evaluates the quality of provision we offer all pupils. The provision made for pupils with SEND is recorded accurately and kept up to date. We use information systems to monitor the progress and development of all pupils. The details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. Class teachers and the SENDCO write Provision Maps or Individual Educational Plans (IEPs) in line with the 'Assess, Plan, Review, Do' cycle. The SENDCO writes a termly report evaluating the SEND provision across the school. This is shared and discussed with the SLT and the SEND Governor. We also seek parents and pupils views on a regular basis. These arrangements promote an active process of continual review and improvement of provision for pupils.

### **Training and Resources**

The school is provided with resources to support those with additional needs including pupils with SEND and disabilities. There is an amount identified within our overall budget called the notional SEND budget. This is not ring-fenced and is for us to provide high quality appropriate support. The SLT and Governors work together to establish a clear picture of the resources available and the current needs of the pupils. The SLT plan strategically to determine their approach to using resources to support the progress of pupils with SEND.

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. The school supports the training needs of staff in teaching SEND children. Where training needs are identified, staff will be supported through 'in house' training, specific courses run through SENDCAN, and support from specialist teachers and outside agencies.

For children with specific difficulties, the school will support specialist training for their teachers and TA's.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice. Both teaching staff and support staff meet regularly to discuss the needs of individual pupils. The SENDCO attends local SEND cluster meetings and training in order to keep up to date with local and national updates in SEND.

## **Roles and Responsibilities**

SENDCO - The Special Needs Co-ordinator is **Elinor Quince**

SEND Governor - The governing body has a nominated governor for Special Educational Needs. The SENDCO will have regular meetings with the nominated governor to keep them updated on the SEND provision in school.

Safeguarding, Child Protection including managing LAC – The person responsible for safeguarding is the **Headteacher**.

Managing Pupil Premium funding – The person responsible for managing Pupil Premium funding is the **Headteacher**.

Managing Pupils Medical needs – The person responsible for managing pupil's medical needs funding is the school's **Finance Officer**.

## **Accessibility**

Bradfield Primary school has an Equal Opportunities Policy and Accessibility Plan that complies with the SEND and Disability Act 2001. These are reviewed annually. The school complies fully with disability regulations and includes one disabled toilet with shower and hygiene facilities. The school ensures that all areas of school building and grounds are accessible for all children and adults, and we continually look at ways to improve the access of the physical environment for all.

## **Complaints Procedure**

Parents or guardians wishing to make a complaint with regard to the provision made to their child should discuss the complaint with the SENDCO/Headteacher who will enlist the support of Senior staff and the SEND governor where appropriate, to investigate and resolve problems. Parents and guardians can be advised of the LA complaints procedure, which is available from the school office.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013  
Statutory Guidance on supporting pupils at school with medical conditions April 2014  
Teachers Standards 2012

This policy was created by the school's SENDCO in liaison with the SEND Governor. All staff and parents of pupils with SEND have had opportunity to review this document.

## Appendices

Documents referred to in this policy, or may be useful as additional reading:

SEND Information Report

Equal Opportunities Policy and Accessibility Plan

Policy for supporting children at school with medical conditions

Please see our website [www.bradfieldprimary.co.uk](http://www.bradfieldprimary.co.uk) or ask our office staff for more information on these documents.

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REVIEW	ANNUALLY

