

BY BROOK VALLEY CE PRIMARY SCHOOL

## Special Educational Needs & Disabilities Policy



Last Review Date: December 2025

Ratified by Governors Date: 22 Jan 2026

Next Review Date: November 2026

Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>		Date	Dec 2024
EIA CARRIED OUT BY:	DJN	EIA APPROVED BY:	CT & L Committee

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	Some additional needs may not be diagnosed in young children	Early intervention has greatest impact on additional needs
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		This policy targets additional resources and interventions to support this group
Gender Reassignment (transsexual)	N/A	N/A
Marriage and civil partnership	N/A	N/A
Pregnancy and maternity	N/A	N/A
Racial Groups (consider: language, culture, ethnicity including gypsy/traveler groups and asylum seekers)	The needs of EAL pupils may be masked / exacerbated by their language difficulties. Their parents may not be able to participate fully in discussions about supporting their children because of their language difficulties.	N/A
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	N/A	N/A
Gender (male, female)	N/A	N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)	N/A	N/A

**Introduction**

At By Brook Valley we are committed to offering an inclusive curriculum and ensuring the best possible outcome for each of our pupils whatever their needs and abilities.

The specific objectives of our SEND Policy are as follows:-

- To ensure that pupils with special educational needs and disabilities join in with all the activities of the school.
- To identify children who need SEND support following a process of careful monitoring and assessment. We will ensure that the children receive ‘Quality Teaching First’ in the classroom and that effective classroom strategies are adopted.

- To discuss with parents their children's strengths and difficulties, alongside assessments, to make a plan to achieve the desired outcomes.
- To discuss with children their progress and targets as appropriate.
- To follow a **graduated approach** to interventions, following a four part cycle of **assess – plan – do – review**.
- To choose the most effective interventions and closely monitor them.
- To liaise with outside agencies following consultation with parents, to seek advice and support.

The schools Special Educational Needs Coordinator (SENDCO) is **Mr Benjamin Summers**. There is an SEND link Governor, **Mr David New**, who takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

### **Identifying SEND**

In accordance with the Children and Families Act 2014, our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

*“A pupil is deemed to have SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”*

(Children and Families Act 2014, para 6:15 p 83)

Class teachers and subject leaders, supported by the senior leadership team, will regularly assess and monitor the progress of all pupils.

The first response to identifying where progress is less than expected will be to ensure that there is 'Quality Teaching First' in the classroom and that it is targeted at a pupil's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCO will assess whether the child has SEND.

They will also assess progress other than attainment to identify areas where pupils may be in need of additional support.

### **Broad areas of need**

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health issues
4. Sensory and physical needs

### **SEND provision**

*“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents.”*

(Children and Families Act 2014 para 6:40 p88)

The classroom teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils have support from teaching assistants or specialist staff. They must provide high quality teaching, which is differentiated for individual pupils.

If evidence is gathered to suggest that a pupil may be in need of additional support this will be discussed with the SENDCO. These pupils will have a document called 'My Support Plan' the document records parents and pupils' views of their child's strengths and difficulties and the outcomes that could be achieved from setting up an SEND intervention. These outcomes may be provided within the school or require the involvement of an outside agency. 'My Support Plan' will set out the expected outcomes, strategies and have a date set for review. In addition to 'My Support Plan' pupils will also have a one page profile so all staff can have awareness's of the child's needs and how best to support them in their learning.

The decision to give a child SEND support will be recorded in the school's records and the pupil's parents will be formally informed,

### **SEND Support and Specialists**

The SEND support will take the form of a four-part cycle Assess – Plan –Do – Review. This is known as the **graduated approach**.

Our aim is always to seek the most effective strategy to attain progress and achieve the desired outcome.

The strategies decided on may involve a child receiving additional group work or 1:1 support.

In our school we use Better Reading Partners Scheme, children who are having difficulty with reading may be helped by this one to one approach.

We have also found that some children need additional support in phonics, we use 'Sounds Discovery' to develop reading and writing skills.

We have regular support from a Speech and Language Therapist who works with and provides strategies for children with communication and interaction difficulties. Her work is supported by teaching assistants.

When a child has a visual or hearing impairment we seek the advice of the relevant Service which provides fully trained teachers to give guidance and support both to the school and the family.

If a child is experiencing particular difficulty in cognition and learning we call the Specialist SEND service (SSENDs) and or an Educational Psychologist to assess the child and identify more specific areas of need.

The Educational Psychologist might also give guidance on social, emotional and mental health issues, along with other agencies such as the Child Adolescent and Mental Health Service (CAMHS).

Other services that we work with include Occupational therapists, School Nurses, Paediatricians, Social Workers etc.

Parents may wish to seek the support of the Parent Partnership Service (at **ask** in Wiltshire) who can help and give information about any difficulty they may be experiencing.

### **Requesting an Education, Health and Care Needs Assessment**

If a child does not make the expected progress or their needs are complex the school or the parents should consider making an Education, Health and Care Needs Assessment. This will involve sending evidence to the Local Authority of all the actions that have been taken along with reports from the school, from parents and from all outside agencies that have been involved.

## The Role of the SENDCO

As set out in the Children and families Act 2014 the key responsibilities of the SENDCO may include:-

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher when a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively
- 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 support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and that a smooth transition is planned
- working with the Headteacher 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 SEND up to date.

## Complaints procedure

We try very hard to meet the needs of all the children in our care and to help them to achieve their desired outcomes and to work in close co-operation with parents and other relevant agencies. If you have any concerns regarding your child's special needs please speak to their class teacher first. If you continue to feel concerned please raise the matter with the SENDCO or the Headteacher. The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. (Phone their Lo-Call helpline on 08457 585072 or visit the [Parent Partnership](#) website.)

Written by Benjamin Summers

Reviewed December 2024

To be reviewed annually (November 2025)