



## BROOKFIELD PRIMARY SCHOOL SEND POLICY 2025-2026

**Our Vision:** At Brookfield Primary School we are a warm, inclusive and thriving school where every child is valued and encouraged to reach their full potential. Our mission is to empower our children to celebrate diversity by cultivating kindness, respect, and an appreciation for the unique qualities of each, and every individual. Our dedicated team works collaboratively to support and empower every child, fostering a positive environment where they can thrive and succeed because every teacher is a teacher of SEND. Brookfield Primary is more than just a place of learning... it is a place where every child feels safe, supported, and empowered to be the best that they can be. What truly unites us is the belief that children's happiness always comes first and we strive to make every day at Brookfield Primary meaningful and magical.

### **General Information**

The named person who is responsible for managing the provision for SEND at Brookfield Primary School is the SENDCO, Mrs Julie McLean. She is a class teacher in Reception and is also a member of the Senior Leadership Team and has completed the National Award for SEN Co-Ordination. Mrs McLean can be contacted through the School Office on 01332 516459 or via email - [bpssendco@learnerstrust.org](mailto:bpssendco@learnerstrust.org).

The content of the policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the School Champions and is reviewed regularly. An annual SEND Information Report is shared with parents, carers and the Champions and published on the school's website.

### **The SEND aims of the school:**

- To ensure that all children have access to a broad and balanced curriculum.
- To ensure the identification of all children requiring SEND provision as early as possible in their school career.
- To provide a curriculum appropriate to the individual's needs and ability.
- To ensure that children with SEND take as full a part as possible in all school activities.
- To ensure that parents of children with SEND are regarded as school partners and kept fully informed of their child's progress and attainment.
- To ensure that children with SEND are involved, where practical, in decisions affecting their future provision.

We recognise that many children will have special needs at some time during their school life. In implementing this policy, we believe Brookfield Primary School will support these children by removing barriers to their learning so they can reach their full potential. Key to this is working together with parents and professionals to ensure ongoing success.

## **Definition of Special Educational Needs**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

### **A child has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which prevents or hinders the child from making use of educational facilities that are provided for children of the same age in other schools within the Local Authority.
- Is under compulsory school age, or would be, if special educational provision was not made for the child.

### **Special education provision means:**

- For a child over two, educational provision, which is 'additional to, or different from' the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind (1993 Education Act, section 156).

Children must not be regarded as having learning difficulties solely because their language, or home language, is different from that in which they are taught. Brookfield Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

### **Special Educational Needs** could mean that a child has difficulties in four areas of need:

- **Communication and Interaction** - in expressing themselves or understanding what others are saying. This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - in acquiring basic skills in school. This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as Dyslexia, Dyscalculia, Dysgraphia or Dyspraxia.
- **Social and Emotional Mental Health** - making friends or relating to adults or behaving properly in school. This includes children who may be withdrawn or isolated, disruptive or distracting, be hyperactive or lack concentration and focus.
- **Sensory and/or Physical** - such as hearing or visual impairment, which might affect them in school, medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education. This includes children with sensory, multi-sensory and physical difficulties.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help and support or different lessons to help them succeed. Behavioural difficulties do not necessarily mean that a child or young person has a special educational need and should not automatically lead to a child being registered as having SEND.

### **Additional Educational Needs**

We also identify children who have Additional Educational Needs if additional educational provision needs to be made for them.

The term 'Additional Educational Needs' is much wider than the term 'Special Educational Needs' in order to recognise the diverse and complex needs of learners and to reflect a much more holistic approach to the needs of individual learners. AEN include children who, for whatever reason, require additional learning support because they are struggling to learn in comparison with their peers. Children may therefore require additional learning support if they have a difficulty in learning as a result of:

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a service-person

### **Admissions**

The School Champions believe that the admissions criteria should not discriminate against children with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit children already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Children with special educational needs but without EHCPs must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

### **Inclusion**

See attached Inclusion Policy, which recognises the entitlement of all children to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The School Champion for SEND will ensure that appropriate provision will be made for all pupils with SEND and the SENDCO is supported.

### **Identification, Assessment and Provision**

At Brookfield we have adopted a whole- school approach to SEND policy and practice. Children identified as having SEND are, as far as is practical, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the EYFS Curriculum or National Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice 2024 makes it clear that all teachers are teachers of children with special educational needs. All teachers are responsible for identifying children with SEND and, in collaboration with the SENDCO, will ensure that those children requiring different or additional support are identified at as an early stage as possible. Assessment is the process by which children with SEND can be identified. Whether or not, a child is making progress is seen as a significant factor in considering the need for SEND provision.

All our children are treated as individuals and the class teacher, alongside support staff, plan an appropriately differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. A range of interventions are developed, reviewed and evaluated to ensure maximum progress. Progress, targets and plans are reviewed regularly with the children and evaluated to inform the next steps.

### **Early Identification**

- Early identification of children with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain progress through:
- Evidence obtained by teacher observation/assessment.

- Their performance in the National Curriculum judged against 'age-related expectations'.
- Progress in relation to objectives in Reading, Writing and Maths in the National Curriculum.
- Progress in relation to developmental bands in the Early Years Foundation Stage Profile.
- Standardised screening or assessment tools if applicable.

### **Assessments**

Assessments made will be through:

- Observations
- Records from feeder schools and nurseries
- Information from parents
- Foundation stage assessments
- Foundation stage profiles
- Target setting
- Pupil tracking

### **SEND Provision**

On entry to Brookfield Primary School, each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. Such assessments include The Early Years Foundation Stage Profile, end of key stage SATs and teacher assessments. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND, the class teacher (with help from the SENDCO as appropriate) will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Assess learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievements and experiences to help with planning for next steps in learning.
- Involve parents in a joint home-school learning approach

### **The Range of Provision**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support from the class teacher/support staff/1:1 provision through a differentiated curriculum.
- Periods of withdrawal to work with support staff where appropriate.
- In-class support with adult assistance.
- Support from professional specialists within class or as part of a direct therapy programme.

### **SEND Monitoring**

Any children who are falling outside of the range of their 'age-related expectations' and subsequent progress will be monitored and assessments will be made as described above to determine if further intervention is required.

### **Quality First Teaching**

- The class teacher will take steps to further differentiate the learning to better support the child and this may require an adjustment in the style of teaching adopted with that child.
- The SENDCO should be informed and consulted to provide support and advice and may wish to observe the pupil.

- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of their child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

### **SEND Code of Practice Graduated Response**

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a Graduated Response to meeting children's needs which is detailed below.

#### **SEND Support**

Where it is determined that a child does have additional needs, parents will be formally advised of this and the decision to add the child to the SEND register is made. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process...

**Assess, Plan, Do, Review...** This is an on-going cycle to enable the school provision to be refined and revised, as the understanding of the child's needs grow. This cycle enables identification of those interventions, which are most effective in supporting the child to achieve good levels of progress and outcomes.

#### **Assess**

This involves analysing the child's need using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought, if appropriate, and with the agreement of the parents.

#### **Plan**

Planning will involve consultation between the class teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Support Plan which will be shared with staff, parents and the pupil. It will be regularly reviewed throughout the academic year. Provision maps provide an overview of the interventions and support in each year group. Some children may require a Support Plan which contains information on:

- Key information about the child in school
- Professionals involved with the child (where appropriate and relevant)
- Short term (S.M.A.R.T.) targets for learning
- Teaching strategies
- Provision made
- Date for review
- Reviews of objectives
- How parents can help at home
- Teaching staff views
- Parent views
- Child views

#### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the main classroom environment. They will work closely with appropriate staff to plan and assess the impact of support and interventions, and ensure links with classroom teaching. The SENDCO

will support with further assessment of the child's strengths and areas of need.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the child and their parents. The class teacher, in conjunction with the SENDCO, will revise the support outcomes and based upon the children's progress and development make any necessary amendments going forward, in consultation with parents and children.

### **Referral for an Education, Health and Care Plan (EHC Plan)**

If a child has lifelong or significant difficulties, they may undergo an Education, Health and Care Needs Assessment, which may be requested by the school, parent or Health & Social Care. This will occur where the complexity of need or lack of clarity around the need of the child is such, that a multi-agency approach to assessing that need, to planning the provision and to identifying appropriate and effective resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents, Teachers, SENDCO, Social Care, Health Professionals.

Information will be gathered relating to the current provision, action that has already been taken, and the preliminary outcomes of the targets set in the child's Support Plan. There needs to be evidence of at least 2 cycles of the Graduated Response to support the request for a EHC Needs Assessment. A decision will be made by a panel of people, co-ordinated by the SEND Team at Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the panel. Further information about EHC Plans can be found via the Derby City Website...[Requesting an EHC Needs Assessment - Schools' Information Portal \(derby.gov.uk\)](https://www.derby.gov.uk/education/education-information-portal/education-information-portal)

### **Education, Health and Care Plans process**

- a) Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC Plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan, if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support, or requesting a change of setting.

### **Arrangements for providing access for children with special educational needs to a balanced and broadly-based curriculum**

All children in school study a full range of subjects, including the Early Years Foundation Stage Curriculum and the National Curriculum. All teachers recognise their responsibility to provide access to the curriculum for all children in their class.

The school planning policy stresses the importance of planning for assessment and differentiation at both the medium and short-term stages. Teaching staff aim to provide learning which is matched, and therefore accessible, to the wide range of children we teach.

Teachers carefully consider when planning, the support provided by 1:1 Support Staff, Specialist Advisory Teachers, the SENDCO and other professional external agencies, to ensure all children with Special Educational Needs continue to receive a broad and balanced curriculum. When children are withdrawn in order to meet their special educational needs, the class teacher will ensure that this does not affect the children's access to the full range of curriculum activities.

Differentiation will be provided in a range of ways, dependent upon what is most appropriate for the needs of the child, and will include for example; differentiation by outcome, by task, by ability grouping, by the level of adult support, by the level of expectation or by the allocation of appropriate resources.

### **English as an additional language (EAL)**

Particular care will be taken with children whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **The Role of the SENDCO**

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and the School Champions to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for children with SEND.
- Liaising with, advising and receiving feedback and support from colleagues.
- Working closely with the Learning Mentor.
- Monitoring children's records of progress and attainment.
- Working in collaboration with parents.
- Making a contribution to staff CPD.
- Liaising with external agencies and professionals - Local Authority support services, Health and Social Services, and voluntary bodies.

For effective co-ordination, staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teaching staff have in making provision for children with SEND.
- The commitment required by staff to keep the SENDCO well informed about children's progress. Mechanisms that exist to allow teachers access to information about children with SEND.
- What exactly constitutes a 'level of concern' and at which point intervention is initiated.
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'.
- The procedure by which parents are informed of this concern and the subsequent SEND provision. Additionally, parents must be given clear guidance to the 'means by which they can contribute and how they can provide additional information when and if required.

### **The Role of the Class Teacher**

The SEND Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, children with SEND.
- Collaborating with the SENDCO to decide the action required to best support the child to progress.

- Working with the SENDCO to collect all available information on the child.
- In collaboration with the SENDCO/Learning Mentor/staff working with the child, develop Support Plans for children with SEND.
- Working with SEND children on a daily basis to deliver the individual learning set out in their Support Plans.
- Developing constructive and effective relationships with parents.
- Being involved in the development of the school's SEND policy.

### **The Role of the Headteacher**

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the School Champions well informed about SEND within the school.
- Working closely with the SENDCO/SEND team.
- Supporting the SENDCO regarding informing parents that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage full involvement in their child's education.

### **The Role of the School Champions**

The School Champions' responsibilities to children with SEND include:

- Ensuring that provision of a high standard is made for children with SEND.
- Ensuring that a 'responsible person' is identified to inform about children on EHC Plans and Support Plans, including all those involved with teaching and supporting them.
- Ensuring that children with SEND are fully involved in school activities.
- Having regard to the SEND Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing the SEND policy.
- Reporting to parents, where appropriate, on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

### **SEND Continuous Professional Development**

All staff are encouraged to attend training that help them to acquire the knowledge and skills needed to work with children with SEND. Part of the SENDCO's role in school-based CPD is to develop awareness and understanding of resources and practical teaching procedures for use with children with SEND. As a routine part of staff development, CPD requirements in SEND will be reviewed regularly to ensure that all staff are able to understand and meet the needs of the children in our school. The School Champions will undertake a similar review of training needs. Learning Support/Support Staff requirements in supporting children's needs will be considered frequently. The school's CPD requirements are included in the School Strategic Plan.

### **Partnership with parents**

Brookfield Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (Code of Practice 2.2)

The school considers parents of children with SEND as valued partners in the process. Depending on age and appropriateness, children will also be encouraged to participate in the decision-making processes affecting them. A copy of any targeted Support Plan set will be given to parents.

The school will make available, to all parents of children with SEND, details of the parent partnership service available through the Local Authority. The SEND Code of Practice outlines that 'Local Authorities should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (Code of Practice 2.14)

### **Specialist Provision**

Our SEND policy reinforces the need for teaching that is fully inclusive. Although we currently have no specialist unit, separate provision or additional resources for pupils with specific difficulties, Brookfield Primary School is an inclusive school. Our surroundings have provisions and features in their design, which are accessible to children with additional needs e.g. wide corridors, disabled toilet, lift, access from outside through ground level doors, expansive school grounds.

### **Evaluating the success of our SEND Policy**

The School Champions will report annually on the success of the policy and, to facilitate this, we have identified specific objectives, which are given under 'The SEND aims of the school' at the beginning of this policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers and Support Staff
- Parents
- Children
- External professionals

We will set targets, success criteria and actions in our School Strategic Plan against which progress can be measured. Children's progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success in meeting Support Plan targets.
- Use of assessment tasks and recording on the school tracking system.
- Evidence generated from Support Plan/annual review meetings.

### **Allocation of resources**

Following advice from the Headteacher and the SENDCO, the School Champions provide assistance in ensuring that resources are allocated to support appropriate provision for all children requiring it, and in meeting the objectives set out in this policy.

### **Complaints Procedure**

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents, if required.

### **Links with external agencies/organisations**

The school recognises the important contribution that external support services make in supporting the identification, assessment and provision for children with SEND. When it is considered necessary, colleagues from the following support services will be involved with children:

- Educational psychologists
- Community Paediatricians
- School Nurse
- Health Visitors

- Medical officers
- Speech & Language therapists
- Physiotherapists / Occupational Therapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The Local Authority
- Specialist Services
- Education Welfare Officer
- Social Services
- Early Help Services
- Parent support organisations

### **The Voice of the Child**

Children should be involved in making decisions where possible, right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Where children are able, they are involved in planning and attending person-centred reviews.

### **Staffing**

The SEND team in school is:

- SENDCO: Mrs Julie McLean
- Learning Mentor: Mrs Charlotte Parks
- Headteacher: Mrs Katy Smith

### **SEND Policy Review**

The school considers the SEND Policy document to be important and the SENDCO undertakes a regular review of both policy and practice. The outcomes of this review are used to inform the School Strategic Plan moving forward each year.

***Policy Agreed/Updated:*** September 2025

***Review Date:*** September 2026

# INCLUSION POLICY

Brookfield Primary School is committed to providing an inclusive community and meeting the needs of all its children, ensuring that they have access to the broad and balanced curriculum to which they are entitled. At Brookfield, we strive to ensure the best possible progress for all our children whatever their needs or abilities.

This inclusion statement on providing effective learning opportunities for all children outlines how teachers can make reasonable adjustments, as necessary, to the National Curriculum/the developmental bands in the Early Years Foundation Stage Profile/school based long and medium term plans, so as to provide all children with relevant and appropriately challenging learning at each key stage. The following are essential in developing a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to children's diverse and individual needs.
- Overcoming potential barriers to learning and assessment for individuals and groups.
- School/staff awareness of the Disability and Discrimination Act.
- School/staff awareness of the development of the Disability Equality Action Plan.

Applying these should keep to a minimum, the need for aspects of the school curriculums to be dis-applied for a child and allow opportunities for more challenging aspects of the curriculum for any gifted or talented children.

The SEND Policy sets out how the school intends to assess and address individual needs.

The School Strategic Plan will be aware of the need to ***ensure access to all areas of the curriculum for all.***

***We, at Brookfield Primary School aim to provide an ethos of inclusion both in the planned curriculum and with all other opportunities across school life.***

This policy should be read in conjunction with 'Education Child Protection/Safeguarding Policy'.

***Policy Agreed/Updated: September 2025***

***Review Date: September 2026***