


# Special Educational Needs and Disability Policy

**Reviewed: March 2025**

Version			
Policy Approved By:	Bramingham Primary School Governing Body		
Policy Signed off by (Print Name)	Chair of Governors P Turner	Signature:	
Date:	20 <sup>th</sup> March 2025		
Review date:	Mar 2026		
	Any updates to this policy will be shared with the full governing board.		

## **Introduction**

This policy is in keeping with the school's aims for teaching and learning. At Bramingham Primary School we recognise that children have a range of needs. We believe that every child is entitled to a broad and balanced curriculum, appropriate to their needs, in an environment where everyone feels safe and secure. Appropriate provision needs to be in place to ensure all children make progress so that they achieve their best and become confident individuals living fulfilling lives.

We are committed to the inclusion of all children, offering a broad and balanced curriculum, made accessible through differentiated activities. Additional support and intervention may be required in order to achieve this.

## **Aims**

- To ensure all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure early identification of children requiring SEND provision
- To ensure that all children take as full a part in all school activities
- To ensure we work in partnership with parents and external agencies to meet individual needs.

## **Definition of Special Needs and Disability**

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made. As stated in the Code of Practice 2014, a child has a learning difficulty or disability if he/she 'has a significantly greater difficulty in learning than the majority of children of their age' or '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.'

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out day to day activities.'

## **Identification and Assessment**

We believe that early identification of a child's special educational needs is of paramount importance. The identification is built into the overall approach to monitoring the progress and development of all children.

Initial identification can be made by a teacher, parent or other professional agency who have contact with the child. A child may enter the school with their needs already identified. A child's needs may be centred on:

- Cognition and learning
- Social, Emotional and Mental Health Needs
- Sensory and or Physical
- Communication and Interaction

The process of identification is documented on our [SEND identification flowchart.pdf](#)

## **Graduated Approach**

Class teachers have the overall responsibility of ensuring that the curriculum is differentiated and delivered in an inclusive way. High quality teaching, differentiated for individuals is the first step in

responding to children who have or may have SEND. There is a graduated approach to meeting the needs of the children.

As soon as a concern is raised about a child's development and progress, class teachers will notify parents and complete a Concern Form, detailing the child's needs. The form is shared with the SENCo, who will carry out further assessments to ascertain a more detailed profile about the child's strengths and areas of difficulty.

Once assessments and observations are carried out, findings are shared with parents and relevant staff and interventions to address the concerns are jointly planned. These interventions are documented in a Provision Map. The Provision Map is reviewed regularly to ensure progress is being made. This stage is known as SEN Support.

SEN Support is characterised by interventions that are different from or additional to the differentiated class curriculum. SEN Support interventions can be triggered through concern, supplemented by evidence that despite receiving differentiated teaching, the child makes little or no progress. If an individual programme of work is required, which is above and beyond the usual class differentiation, parents will be kept informed.

Following the close monitoring of targeted interventions and support at SEN Support stage, if the child is not making sufficient progress, the SENCo, in consultation with the parents, will seek advice from the appropriate external agency. Any advice and targets given by external agencies to support the child's learning will be documented in a termly Individual Learning Plan (ILP), which will be written by the class teacher, with the support of the SENCo. Progress is monitored closely and evidence may be collated in order to support the request for an Education, Health Care Plan.

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

If a child does not make sufficient progress, despite an individualised programme of sustained intervention at the SEN Support stage, the SENCo, in consultation with the parents, may request Statutory Assessment from the Local Authority. If parents request a Statutory Assessment, the SENCo will collate the necessary evidence in order to respond to the request.

If the Local Authority agree to Statutory assessment and a child is awarded an Education, Health and Care Plan (EHCP), the SENCo will ensure the appropriate provision is in place and the objectives of the EHCP are being met. The SENCo will organise and chair the annual review meeting, which will be attended by parents, relevant school personnel and agencies that are involved with the child's development. The child will also be involved in the review, either by giving their views prior to the meeting and if appropriate, by attending part of the annual review.

If a child's needs change prior to the annual review, an earlier review meeting will be called. If a child is not of statutory school age, their EHCP will be reviewed twice a year.

### **Individual Learning Plans**

Individual Learning Plans (ILPs) set out the strengths, difficulties, targets and provision. They will also incorporate the child's and parents' views on what he/she feels would help them to learn. ILPs will usually be reviewed termly, but some may be reviewed before this. Three or four specific, measurable, achievable, realistic and timed targets will be identified on the ILP. The ILP will be shared and reviewed with the child and parents. A copy of the ILP will be given to parents.

## **Health Care Plans**

A child who has physical or medical needs will have his/her needs and relevant procedures identified in a Health Care Plan. The Health Care Plan may be written by a health professional and shared with the school and parents. These will be reviewed on the date stated on each care plan with parents and health professionals.

## **Access To The Curriculum**

Where a child is identified as having additional needs, we will take action to remove barriers to learning and put effective special educational provision in place. To ensure a child can access the curriculum, the school, where necessary, will make the necessary adaptations to the curriculum.

The curriculum will be modified appropriately to enable all children to access learning. For the individual or groups of children identified as having SEND this can be achieved by:

- Additional individual/group in class support
- Differentiation to reflect individual needs
- Additional individual or small group sessions of extra support in literacy, numeracy social skills or other specific skills outside of the classroom
- Use of a Provision Map or ILPs to set and review targets
- Use of appropriate information technology hardware and software
- Use of specialised learning aids

We believe that all children should be integrated with their peer group. At times, when this is not possible, the child will be supported out of class.

If a child with special needs is working below the standard of the national curriculum tests at the end of Key Stage 1 or Key Stage 2, their attainment is assessed using the pre-key standards or The Engagement Model. Staff may use Luton's Early Years SEN Developmental or Holistic profile as a tool to monitor progress and support assessments. Evidence of a child's achievements and attainment may include photographic evidence as well as detailed annotated work.

## **Monitoring and Review Process**

Class teachers carry out assessment, planning and monitoring in accordance with general school practice. In addition, children identified as having special educational needs will have their progress also monitored by the SENCo/Inclusion Manager and provision will be adjusted on a termly basis as required.

Parents will be informed and consulted about their child's progress and support provision through open evenings, informal meetings with the class teacher and or SENCo/ Inclusion Manager, ILP reviews and annual review meetings.

## **Admission Arrangements For Children With SEND**

We welcome all children and we do our best to meet their needs. The arrangements are laid out in the school's Admission Policy.

Where a child has an EHCP, parents need to contact the Local Authority's Special Educational Needs Assessment Team who consult with the school to ensure we can provide a quality educational experience which is effective in meeting the child's needs.

## **Resourced Provision**

At Bramingham Primary we have resourced provision for twelve children with physical and or medical needs. Our school is adapted to meet the needs of children who may have physical and medical difficulties but are able to access the mainstream curriculum.

The provision is an integral part of the school as all the children work in the classrooms alongside their peers. A child must have an EHCP in order to access a provision place. Resourced provision means children will be able to access specialised equipment to access learning and physiotherapy sessions as well as having any regular medication or medical procedures administered.

## **Staff Training**

INSET will be organised for relevant staff members as and when appropriate. Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND. Teaching assistants will attend fortnightly training sessions. Training will be based on the needs of the school and individuals. Training will be arranged by the SENCo.

## **Transition Meetings**

If a child with SEND joins us from another school or is leaving our school, a transition plan will be put into place. The plan will identify the child's needs and requirements, and any training that may need to take place. Wherever possible, visits by the child and parent/carers will be made to the school before the child starts at their new school. If a child is joining us, every effort will be made for the relevant staff to visit the child in their previous setting.

## **Role of the SENCo/ Inclusion Manager**

- To oversee the day-to-day operation of the policy
- To co-ordinate specific provision made to support children with SEND, including those with EHCPs.
- To liaise with and support members of staff in meeting individual needs
- To manage teaching assistants
- Maintain a list of children with SEND and retain relevant records
- Liaise with parents of children with SEND
- Liaise with external agencies
- Order appropriate resources
- Organise relevant training
- Maintain up-to-date knowledge and disseminate it when appropriate
- Support staff in writing and reviewing ILPs
- Track children's progress
- Plan interventions to target areas of need
- Arrange early assessments on children with SEND
- Chair annual review meetings

## **Complaints Procedure**

If a parent/carers is not satisfied by the provision provided by the school to meet their child's SEND, a complaint should be made in the following order:

- to the SENCo who will respond within five working days, if dissatisfied
- to the Co-Headteachers who will respond within five working days, if still dissatisfied
- to the Chair of Governors who will respond within twenty one days, if still dissatisfied
- to the Local Authority, if still dissatisfied
- to the Secretary of State for Education.

### **Key Personnel**

Assistant SENCo - Helen Shepherd

Inclusion Manager – Anna Tiana

Co-Headteachers- Petra Sutton/Satinder Bains (SEnCo)

Special Educational Needs Governor – Lynn Edgeworth