

Policy

Bradfield CE Primary School



SEND (Special Educational Needs and Disability)

At Bradfield we are **LEARNING TO LIVE** with **RESPECT, COURAGE** and **KINDNESS**.
("Serve one another, humbly in love" Galatians 5:13b)

Policy Name	SEND
Brief Description:	This document provides an overview of how SEND is managed in school
Status: Statutory/non-statutory	Statutory Policy
Other related policies and procedures:	Equality, Supporting children with medical conditions, Safeguarding, Behaviour
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This policy was written by the Headteacher and SENCo in consultation with the Senior Leadership Team, SENCo Governor, teaching staff and two parents of children with SEND in our school.

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SECTION 1: INTRODUCTION AND AIMS

1.1 Introduction

This policy sets out our commitment as a school to ensure equal access to SEND pupils through the inclusive and supportive practice of all members of the school community”.

1.2 Aims

- To identify pupils who have SEND and have their needs recognised and supported.
- To ensure pupils with SEND reach their potential, making as much progress as they are able.
- To enable them to access a broad and creative curriculum.
- To ensure that all children are given appropriate support to access the National Curriculum or EYFS Framework.
- To ensure pupils with SEND develop a positive self-image and feel valued within the school community.
- To work with others who support the child, including other professionals and parents to ensure the best provision is provided within the constraints of the setting.
- To ensure current legislation is followed and advice considered to support school policy and provision.

Our school values support our SEND aims:

Respect, Courage and Kindness

1.3 What is a Special Educational Needs or Disability (SEND)?

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- *has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions”.* (p15, Code of Practice. Jan. 2015 DFE).

A child not yet of school age has SEND if their development or condition is likely to cause barriers to learning in line with the above when they reach compulsory school age, or would do so if special educational provision was not made for them.

Pupils who have a medical condition and disability must be supported under the Equality Act 2010 (Supporting children at school with medical conditions, p5, DFE. April 2014).

SECTION 2: IDENTIFICATION OF SEND

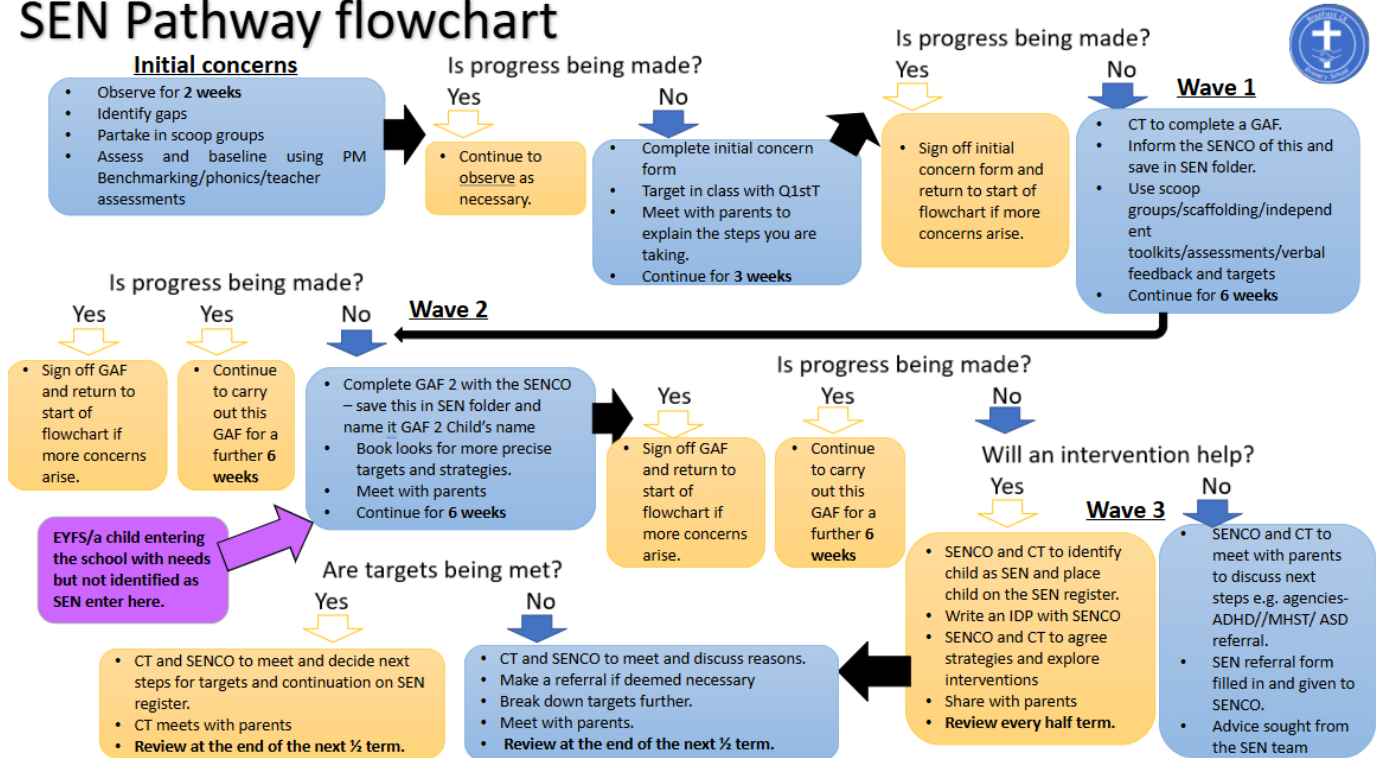
2.1 Identification and Initial Assessment of SEND

Identification of children with a SEND is a whole school responsibility.

The following flowchart explains the processes used in identifying and setting up provision for children who are experiencing any barrier to learning or needing additional support to ensure their wellbeing.

Any concern relating to child protection or safeguarding will be immediately reported to the safeguarding officer. Refer to the Child Protection and Safeguarding Policy for information on this.

SEN Pathway flowchart



2.2 Education Health Care Plans

Where a child's needs are significant, the school will follow Local Authority procedures and request an Education and Health Care Assessment (EHC). The SENCO will lead this process, with the staff, parents and whenever possible the child.

2.3 Parent Partnership

If parents / carers are concerned about a child's progress they should, in the first instance raise their concerns with the class teacher (see Parental Involvement Section). The school SENCO will also assist in identifying and assessing the additional support needed if requested (details on the cover page).

2.4 SEND Register and Categories of Need

Children who are identified as having SEND will be placed on our school SEND register. The register will record the pupil's primary need, although some SEND children will have needs in more than one category. The provision that is then put into place will reflect the category of need. The categories are: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs.

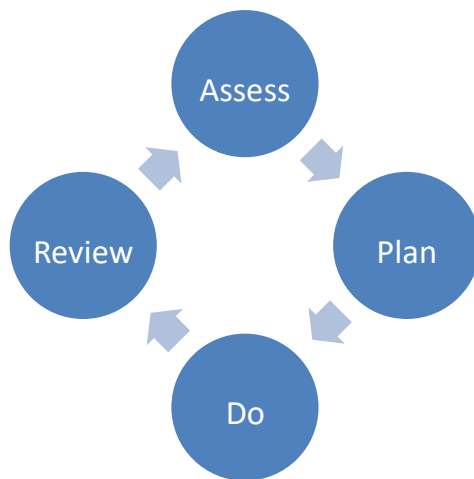
In addition to this the following information will be recorded on the school's SEND register; name, date of birth attendance; other information relating to school groups e.g. Pupil Premium, Vulnerable Child; involvement from other

agencies; standardised scores for maths, spelling and reading; progress during the academic year taken from the school's tracking system.

SECTION 3: PROVISION AND MONITORING

3.1 The Process: Graduated response Forms (See also Identification Flowchart Section 2.1)

The school will use the Code of Practice's Graduated Approach to ensure continuous and monitored provision. This process is based on the following cycle:



This process is embedded in Bradfield C of E Primary's identification and monitoring procedures, it is used when the class teacher with parents identify a need and extra provision is put in place, known as a Graduated Approach Form. This ensures children receive the correct level of support, either by returning to teaching through differentiation within the normal planning cycle or by being placed on the SEND register.

3.2 IDPs / Strategy Plans / IBPs

If a child is placed on the SEND register a plan will be written that details measureable outcomes and how these outcomes will be achieved. They will be written on a termly basis by the class teacher, in conjunction with the parents. Children may contribute to the writing of these plans. Class teachers are responsible for the writing of these plans, with the support of the SENCo. The school will work with professionals both from within and from outside of our community to ensure children receive the most effective provision we are able to offer (see appendix 1).

Progress will also be tracked on a half termly basis through the school's monitoring processes and SEND register.

Provision in school will take many forms including intervention programmes, TA or external agency support. Staff will take into account the child's emotional and social well-being as well as their academic progress when planning support.

The Local Offer (LO) will specify any specific programmes the school is currently using.

3.3 The Local Offer

Additional information about the school's SEND provision can be found through our Local Offer. Government Legislation (Code of Practice, 2015, DFE) that Local Authorities (LA) must make available to parents the provision available within

the authority. As part of this each school is required to complete their own offer. Bradfield C of E's offer is found on our school website. It is also available through the Local Authority's LO (see link below).

<http://search3.openobjects.com/kb5/westberkshire/fsd/organisation.page?id=iA3b2iYhYi4&familychannel=42#localoffe>

3.4 Monitoring and tracking

Children with an identified SEND will be monitored through the SEND register. This will contain key information about the child including; name, date of birth, standardised scores for reading, spelling and maths, information on their area of need and the involvement they have or have had with other agencies.

Progress will also be tracked on a termly basis through the school's monitoring processes and SEND register. The school will use the Code of Practice's Graduated Approach to ensure continuous and monitored provision (see section 3.1).

Class teachers will monitor children's progress towards their IDPP /IBP outcomes using the school's and, where available, standardised recording systems to giving a baseline and outcome (finishing) point. Bradfield C of E Primary standardised tests for reading and maths to monitor progress and support teacher assessment.

3.5 Effectiveness of Provision

Provision is monitored by the SENCo, Senior Leadership Team and SEN Governor in the following ways;

- IDPs/Strategy Plans/IBPs are monitored by the SENCo on a termly basis
- The SENCo will work with the Head Teacher to ensure high quality training is given to those delivering interventions. The SENCo, with Local Authority support when requested will observe intervention being delivered.
- The SENCo and SLT will monitor pupil's books, observe teachers and support them in identifying strengths and areas of development with reference to teaching and learning and classroom environment.
- Pupil's opinions will be sought to ensure that provision is effective and to develop further provision given.

Class teachers will be accountable for keeping records detailing interventions and other support in place. TAs are accountable for keeping accurate records. The SENCo will use these records to help in the analysis of school provision and individual pupil's progress.

- A yearly action plan will be written to reflect the school's drive to improve SEND provision. This will support the tailoring of provision to meet the changing needs of the pupils on the register. The SEN Action Plan will link where appropriate to the School Development Plan
- The SENCo will meet with the school's SEND Governor on a regular basis and report to the full governing body on a yearly basis.

SECTION 4: ROLES AND RESPONSIBILITIES

4.1 Responsibilities of the School

All staff understand their duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in regards to age, disability, ethnicity, gender, religion and sexual identity. Staff recognise that their duties reflect the human rights standards expressed in the UN Convention on the Rights of the Child, Rights of People with Disabilities and the Human Rights Act 1998.

4.2 Staff responsibilities

At Bradfield C of E Primary the learning and welfare of all the pupils is seen as a joint responsibility. To ensure the best provision is offered to pupils specific responsibilities are given to staff.

The SENCo is accountable to the Governing Body for the progress of the children with a SEND and will work with and report to the Senior Leadership Team and SEN Governor.

Class teachers are responsible for the learning and therefore progress all students in their class make. Class teachers will be accountable to the SENCo.

Teaching Assistants (TA) attached to classes or who are employed to support pupils on a one to one basis will work under the guidance of the Class Teacher. TAs who are employed for specific interventions will work under the guidance of the SENCo. The Assistant Headteacher will have overall responsibility for TAs.

The Headteacher is accountable to the Governing body in ensuring provision is used effectively to ensure maximum support and progress for children.

The school has a designated SENCo and Safeguarding Officer. The staff will work closely together to monitor and support each pupil's well-being.

All staff working in school will use IDPs, Strategy Plans and IDPs to support the children.

4.3 The role of the SENCo is to:

- Oversee the day to day provision of SEND within the school in close liaison with the Head Teacher.
- Work with school staff as required ensuring early identification and the most effective support possible.
- Monitor and track the progress of pupils with SEND to those without identified SEND.
- Oversee records of all children with SEND.
- Liaise with staff, parents and other professionals to support pupil, family and school needs.

- Meet with staff following Pupil Progress meetings to discuss actions arising.
- Carry out or organise assessment of identified children's needs as required.
- Refer training needs to the Head Teacher.
- Work alongside the Head Teacher to ensure best provision is offered using given resources.
- Attend SEND network meetings and training to ensure best practice is considered.
- Work with the Head Teacher to ensure statutory requirements are fulfilled.
- Meet with children with SEND.

4.4 The role of the class teacher is to:

- Plan to ensure all activities are accessible for children with identified SEND, within the constraints of their individual difficulties and the classroom.
- Work with parents to ensure that their child is happy, secure and makes as good progress as they are able.
- Support SAP implementation and other meetings as reasonably required.
- Ensure paperwork is completed to track provision and outcomes.
- Work with the SENCo, senior staff, TAs and other professionals to ensure provision is effective.

4.5 The role of the teaching assistant is to:

- Work with the class teacher to ensure pupils receive effective support, including record keeping.
- Attend agreed training.

4.6 The role of the SEND Governor is to:

- Meet regularly with the SENCo.
- Have regard to the Special Educational Needs Code of Practice.
- Work with and support the SENCo to provide an annual Governors' report for parents.

4.7 Training in SEND

At Bradfield CE Primary we are committed to training staff. Training needs will be identified through staff appraisal cycles and through the identification of needs using our SEND register.

The school recognises its responsibility to have a qualified SENCo in post. The school will employ or support the training of the SENCo to ensure they gain the statutory SENCo qualification.

4.8 Involvement of Parents

We encourage and welcome the support of parents.

The school will:

- Involve parents in the writing of IDPS and IBPs.
- Set up termly reviews with parents to discuss progress.
- Support parents in working with other professionals to ensure the best outcomes.
- Seek support for children and their families when needed.
- Consider meeting parents at their reasonable request at additional times.

Parent will:

- Share knowledge of their child's needs to ensure effective provision can be implemented.
- Attend parents' evenings for IDP reviews.
- Work with the school to complete agreed home learning tasks.
- Talk with their child's teacher and / or SENCo about concerns.

Parents can request a meeting with a class teacher, SENCo or Head Teacher in person or by e-mail to the school office or speaking with their child's teacher at the end of school. In times of emergency parents may come to the school office before school and request to speak with the class teacher or member of the senior leadership team.

4.9 Involvement of Pupils

Pupils are aware of their targets and encouraged to reflect on their learning. When appropriate, children will discuss their needs and feelings with their class teacher and / or attend IDP meetings to ensure their views are considered. The SENCo will also meet with children on the SEND register as part of their monitoring process.

SECTION 5: SOCIAL AND EMOTIONAL WELL-BEING AND TRANSITION

5.1 Social and Emotional Well-being

The school recognises the importance of a child's social and emotional well-being. These needs will be discussed as part of the IDP process.

Parents should speak to their child's teacher if they have concerns about their child's wellbeing.

The school also offers extra-curricular clubs to support the holistic development of all our pupils.

The school also recognise its responsibility to ensure children are safe and any concerns about children should be addressed to the Designated Safeguarding Officer (see Safeguarding policy) .

5.2 Transition

Bradfield CE Primary has strong links with early years settings and local secondary schools. As part of our transition process, additional meetings will be set up with schools and parents to ensure each child's individual needs are supported.

5.3 Complaints Procedure

Should parents or pupils be dissatisfied with the support provided in the first instance they should discuss their concerns with the school. If this does not resolve the issue they may make a formal complaint via the school's complaints procedure (see school website).

5.4 Other Relevant Documents

This policy should be read in conjunction with:

- Behaviour policy and Behaviour Steps
- Child Protection and Safeguarding policy
- Supporting Children with Medical Conditions
- Equality Policy
- The Special Educational Needs and Disability Code of Practice (0-25 years) 2014

Appendix One

Outside Support Agencies (Please see SENCo for contact details)

Autistic Spectrum Team (AST)

Child and Adolescent Mental Health Services (CAMHS)

Child and Young Persons Integrated Therapies (CYPIT)
Educational Psychology Service

Emotional Health Academy (EHA)

Ethnic Minority and Traveller Achievement Service (EMTAS)

Mental Health Support Team (MHST)

Early Development Inclusion Team (EDIT)

School Nurse

SEND Assessment Team (LA)

Specialist Inclusion Support Service

Special Needs Support Team (SNST) including Cognition and Learning Team (C<)

Speech and Language Therapist School Support Team

Support for Families

HIVE (Educational Psychology Service)