

# Brabin's Endowed School



## Special Educational Needs Policy

2025-26

Reviewed by: Amy Hamer

Date: September 2025

Review Date: Annually

The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. Legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that 'Statements of Special Educational Needs', for those children with the most complex needs, have now been replaced with an 'Education, Health and Care (EHC) Plan'.

More information regarding these changes can be found within the Government publication below:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## 1. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011

## 2. MISSION STATEMENT

**"Love one another as I have loved you."**

**John 15:12**

***At Brabin's we are more than friends- we love and value one another as part of God's family. We respect each other and strive to achieve our best when we are learning and in all we do.***

Brabin's Endowed School is a friendly and vibrant school which creates a secure, positive learning environment where our pupils can reach their full potential.

**"Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning"**

NASEN: Mission Statement (National Association for Special Educational Needs)

## 3. AIMS AND OBJECTIVES

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, in terms of both curricular and extra-curricular opportunities
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEN by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum

- working with parents and other agencies to provide support and opportunities for those children with SEN
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEN
- including the voice of the child in monitoring and reviewing

## OBJECTIVES

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for Special Educational Needs
- provide a Special Educational Needs Co-ordinator (SENCo)
- provide support and advice for all staff working with pupils who have Special Educational Needs

## 4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

SEN is divided into 4 types:

- Communication and Interaction - 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 - this includes children who demonstrate features of moderate, severe or profound learning difficulties, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

*Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.*

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*

*Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not categorised as an SEN.*

### **Disability**

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 normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **will** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- we **will** treat all disabled and young people equally

## **5. A GRADUATED APPROACH TO SEN SUPPORT**

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school’s usual differentiated curriculum and strategies. A register is kept of pupils with SEN. Where concern is expressed that a pupil may have a Special Educational Need, the class teacher, in partnership with the SENCo, take early action to assess and address the difficulties.

Reviews of pupils on the SEN register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Pupil Profiles may also be used to record additional provision for pupils on the SEN register. Attainment and provision for pupils on the SEN register is collated and analysed termly by the SENCo.

## Quality First Teaching

The EEF (Education Endowment Foundation) state:

*"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- b) Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

## SEN Support

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

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO 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.

All individuals working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **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 one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **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 in to account the views of the pupil and where necessary, their parents. The class teacher, in

conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need 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 Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of individuals from education, health and social care backgrounds about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **6. MANAGING PUPILS NEEDS ON THE SEN REGISTER**

All children on the SEN Register will have an Individual Support Plan (ISP), which details important information about the child, including their areas of strengths and weakness, their outcomes and details of any other professionals who has had contact with the child. Class teachers, parents, pupils and other professional will all contribute to the ISP.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

### **Specialist Support**

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.



The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to meet the SEN of the child or young person, yet the child or young person has still not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

## **7. CRITERIA FOR EXITING THE SEN REGISTER**

If it is felt that children are making progress which is sustainable, then they may be taken off of the SEN register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEN register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

## **8. SUPPORTING PUPILS AND FAMILIES**

Brabin's Endowed School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to the local authority where specific advice, guidance and support is available.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted with in regards to the provision for their child.

## **9. 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 special educational needs (SEN) 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.

## 10. MONITORING AND EVALUATION OF SEN

Evidence of the effectiveness of this policy will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets
- records and evidence of the child's progress towards improving behaviour
- discussions at an appropriate level with the child about their progress
- discussions with parents about the child's progress
- discussions with outside agencies about the child's progress

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for teaching and assessing children with SEN .
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LA to support the child's needs.
- considering the wishes of the child at an appropriate level.
- having a positive partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

## 11. TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post, which includes discussing the needs of individual pupils. Staff training needs are discussed, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEN.

The school's SENCo regularly attends Lancashire Cluster meetings in order to keep up to date with local and national updates in SEN.

### Links with other schools

The SENCo and the Foundation Stage class teacher arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school. When a child already has an EHCP, they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

During Year 6 transition, the SENCo provides information on request to the local feeder Secondary Schools about children with SEN. For EHC plans pupils, the SENCo arranges a meeting during the summer term prior to transition, with the SENCo from the chosen Secondary School, the class teacher, the parents and the child.

## 12. ROLES AND RESPONSIBILITIES

The Special Educational Needs Co-ordinator (SENCO) is Miss Amy Hamer. The SENCo is responsible for:

- Writing and reviewing the SEN policy, SEN Information Report and Local offer
- Overseeing the day to day implementation of the SEN policy and resources
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- Maintaining the SEN list
- Maintaining all SEN records, including the individual pupil files
- Co-ordinating provision for pupils with SEN
- Setting up and monitoring in-class support and withdrawal programmes
- Liaising with colleagues in writing Individual Support Plans (ISPs)
- Monitoring and reviewing ISPs and targets
- Organising and attending annual reviews of EHC plans
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing
- Acting as Line Manager to teaching assistants involved with supporting SEN pupils
- Managing and contributing to professional development of colleagues in areas of SEN support, including NQTs and students
- Advising on aspects of differentiation, teaching and learning styles and resourcing
- Liaising with the Governing Body

Class teachers are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCo for advice and support (also part of the monitoring role of subject leaders)
- Differentiating activities for all pupils
- Writing ISPs and implementing targets in class

- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

Teaching assistants will support the teacher and pupil by:

- Supporting an individual or group of pupils' to access and progress in the curriculum
- Implementing activities designed to achieve targets on ISPs
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENCo, giving feedback and suggesting development
- Working with individual or groups of pupils
- Carrying out specific intervention programmes
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

The Governing Body will ensure that:

- The SEN policy is implemented fully
- The success of the SEN policy is reported annually
- A governor with responsibility for SEN is appointed. This is currently **Mrs Judith Case.**

The Designated Safeguarding Lead (DSL) is **Mrs Rachel Wallace.**  
 \_The\_Back-up DSL are **Miss A Hamer & Miss Jacquie Garth.**

### 13. STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEN register will be stored with their Pupil File in locked cabinets. SEN records will be passed on to a child's next setting when he or she leaves Brabin's Endowed. The school has a Confidentiality Policy which applies to all written pupil records.

### 14. REVIEWING THE POLICY

This policy will be reviewed by the SENCo, Headteacher and governors on an annual basis.

## 15. ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. The Brabin's Endowed Accessibility Plan forms part of our Equality Plan and School's Local Offer which can be accessed on the school website.

## 16. DEALING WITH COMPLAINTS

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support, they should raise their concerns with the SENCo and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEN for the child, the parents again have the right to appeal to the SEN Tribunal.

## 17. BULLYING

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be a single unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

Bullying involves an imbalance of power. If two pupils of equal power or strength have an occasional fight or quarrel, this is NOT bullying.

At Brabin's, incidences of bullying are dealt with very seriously and in accordance with our Anti-Bullying Policy (Please refer to the Policy for more information).

## 18. CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Equality Objectives Action Plan

Single Equality Policy

Teaching and Learning Policy

Assessment Policy

Health and safety Policy

Safeguarding and Child Protection Policy

Local offer

SEN Information Report