

# Braywood C of E First School



## Special Educational Needs and Disability (SEND) Policy

**'From tiny acorns, mighty oak trees grow, watered and nurtured by God's love'**

**'For with God, nothing is impossible' Luke 1:37**

Governors' Committee Responsible	FGB
Status	Statutory
Review Cycle	Annual
Date written	October 2025
Date of next review	October 2026

This policy is set in the context of the Special Educational Needs and Disability Code of Practice 0-25 years (2015). It accepts the definition of Special Educational Needs and Disability as set out in the Code of Practice (CoP).

### **Definition of Special Educational Needs and Disability (SEND)**

A child has a SEND need if they have a learning difficulty or disability which requires provision that is 'additional to' or 'different from' the normal adaptations made as part of Quality First Teaching. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders them from making use of the facilities generally provided for others of the same age. Under the Equality Act 2010 a disability is 'a physical or mental impairment which has a long term and substantial effect on a person's ability to carry out normal day to day activities.' Children with such conditions do not necessarily have SEND, however schools have a duty in law to make 'reasonable adjustments' to prevent these children being put at substantial disadvantage against their peers.

It 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 to 25 years (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (July 2014)
- Braywood C of E First School Accessibility Plan
- Teachers' Standards 2013
- School Admissions Code

### **Aim**

At Braywood C of E First School we aim to provide an inclusive education in which all children are nurtured, cared for and prepared to add value to an ever-changing world, fulfilling their full potential.

This will be achieved through:

- working within the guidance provided in the SEN Code of Practice 0-25 years
- the provision of Quality First Teaching
- ensuring all children have equal opportunity to participate in the full curriculum and wider life of the school, having their successes equally celebrated
- additional or adaptive provision for some children to minimise barriers to learning and maximise progress
- identifying any barriers to learning as early as possible and taking appropriate action quickly
- providing appropriate support, advice and training for all staff working with SEND pupils

- working collaboratively as a team, taking all views into account, including those of the child, parents, carers, teachers, teaching assistants (TAs) and any other professionals involved.

### **Identifying Special Educational Needs and Disability**

All children at Braywood C of E First School are regularly assessed both informally and formally and progress is tracked through in-house Pupil Monitoring documents. This seeks to identify children making less than expected progress given their age and individual circumstances.

Based on national expectations, this can be characterised by:

- progress that does not match or better the child's previous rate of progress
- significantly slower progress than peers who started from the same baseline
- a failure to close the attainment gap between the child and their peers
- a widening of the attainment gap between the child and their peers

The SEND code of practice advocates early diagnosis and action to remove barriers to learning. However, difficulties can become evident as the child develops. Whenever a concern is raised, monitoring will begin quickly so that appropriate action can be planned. As the code suggests, children will only be identified as having SEN, if they do not make sufficient progress (compared to national expectations) over a period of time, once they have had high quality teaching and intervention/adjustments.

### **The 4 Areas of Need**

The SEND Code of Practice: 0-25 years (July 2015) identifies 4 main areas of need. Children may have needs which fall into one or more categories, and these may or may not be inter-related.

#### **Communication and Interaction**

Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use social rules of communication.

Children who have Autism Spectrum Disorder (ASD) often have needs that fall in this category.

#### **Cognition and Learning**

Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area including: specific learning difficulties, moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties.

#### **Social, Emotional and Mental Health**

Children may have: mental health difficulties, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. Children who have Autism Spectrum Disorder (ASD) often have needs that fall in this category.

#### **Sensory and/or Physical**

Children may have: Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) or other physical impairments. ASD children often have needs which fall into this category.

Needs in any of the above four areas can manifest in many ways for example, as challenging, disruptive or disturbing behaviour or by the pupil becoming withdrawn or isolated. These behaviours may be the result of a SEND but not necessarily so.

The purpose of identifying what type of SEND a child has is to help the school and other professionals decide what action needs to be taken to provide appropriate support for that child.

It is also important to remember that there are other factors which may impact on progress and attainment that are not a SEND by definition. These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a Child in Care
- Being a child of service personnel

### **Managing Children's Needs on the SEN list**

High quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have, SEND. At Braywood C of E First School, the quality of teaching for all children, including those at risk of underachievement, is reviewed through pupil progress meetings and other support systems. Staff are provided with training in understanding strategies to identify and support vulnerable children. This includes training on specific interventions and individual needs which arise. These are monitored regularly by the school's SENCO.

The school follows a four-part cycle (assess, plan, do, review) for managing children's needs. This is known as the graduated approach.

#### **Assess**

In identifying a child as needing SEN support, the class teacher and the SENCO will carry out an analysis of the child's needs. This will be based on routine, formal and informal teacher assessment, teacher's experience of the pupil, previous progress and attainment, the views and experience of parents/ carers, the child's own views, and, if relevant, advice from external support services.

#### **Plan**

If a child is identified as having SEN, in discussion with the parent/carer, they are added to the school's SEN register, and a SEN support arrangement plan is put in place. In line with the Code of Practice, plans are reviewed 3 times a year. These are created/reviewed with the parents/carers and shared with the child. The plan will clearly state the teaching strategies, interventions and/or adjustments which we put in place alongside the desired outcomes for the child. All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This

information will be held on our management information system (CPOMs) and is accessible to staff.

## **Do**

The plan is actioned and where the interventions or support strategies involve group or 1:1 teaching away from the main class, teaching assistants (TA) will keep detailed records of progress. However, the class teacher will retain responsibility for the child; working closely with any TAs or specialist staff, to ensure support and interventions are carried out effectively. In addition to this, interventions will be monitored by the SENCO who will support staff in problem solving and advise on how to implement support effectively. It is also expected that, where appropriate, parents/carers, will reinforce/contribute towards the stated outcomes at home.

## **Review**

The effectiveness of the support strategies and/or interventions are measured against the desired outcomes set at the planning stage and documented in the support plan. This is completed with the parents/carers and shared with the child. If tried strategies and/or interventions have not been successful, specialist staff advice/support maybe sought. Parents/carers will always be consulted before external specialists become involved in working directly with their child. This feeds back into an analysis of the child's current needs and so a new cycle of 'assess, plan, do review' begins. Where parents/carers, along with the school, feel there is no longer a SEN need, the child will be removed from the SEN register.

## **Levels of Support**

### **In Class Support**

All children identified as having SEND are included, treated equally and given access to an appropriate curriculum. Within lessons, it is the class teacher's responsibility to differentiate learning: curriculum plans will take account of additional educational needs. Children with an Education Health and Care Plan (EHCP) are supported in class according to the requirements of their EHCP. Appropriate resources and equipment are used to support the child's learning.

### **Interventions**

We use a variety of interventions for children who require specific SEN support and these are delivered to small groups or 1:1. Interventions may be delivered in class or by withdrawing the child for short periods of time. When withdrawal is necessary, times are planned carefully to minimise the impact on what is being missed as far as possible. These will be regularly reviewed to monitor the effectiveness and impact of the support provided.

### **Involvement of External Agencies**

Braywood, like other Local Authority (LA) schools, have access to a number of external professionals including Speech and Language Therapists, Occupational Therapists, the Educational Psychology Service, Outreach providers and Child Adolescent Mental Health Services (CAMHS). The referral process varies according to the agency and will be coordinated by the SENCO and in liaison with parents/carers.

If parents/carers choose to have their child assessed privately for learning difficulties, whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision.

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

An EHCP is issued in a very small number of cases. The LA may be requested to make a statutory assessment of a child who has high level needs and who has not made sufficient progress, despite the school having taken relevant and purposeful action to identify and meet the child's needs. An application is made for a Needs Assessment using the relevant evidence gathered of the child's needs. A decision is then taken by the LA as to whether a Needs Assessment will take place. If a Needs Assessment takes place, further evidence will be collected and submitted by all professionals involved with the child. The LA will then decide whether to issue an EHCP. Where an EHCP is issued, this will first be in draft format, then formalised after parents/carers have had an opportunity to review the draft EHCP. Timelines for the above are documented in the SEND Code of Practice. An EHCP is specific to particular need(s) and is designed to meet clearly defined objectives or 'desired outcomes' for the child. An EHCP may or may not be issued with additional funding. EHCPs are formally reviewed annually where parents/carers and any agencies involved are invited.

### **SEND Admission Arrangements**

The admission arrangements for a child with SEND who does not have an EHCP, are no different from other children. If, however, a child has an EHCP, parents/carers have the right to specify Braywood C of E First School if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they are outside the catchment area. In this case the school will receive a consultation from the Local Authority. The school will review the paperwork provided and decide whether the school feels they can meet the child's needs, informing the LA of their views.

### **Monitoring and Evaluation of SEN**

SEN provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- classroom planning and practice
- monitoring by SLT, SENCO and subject coordinators
- analysing pupil data
- reviewing individual targets in SEN support arrangements
- meetings with children, parents/carers, staff and other professionals
- termly reporting to governors
- attending Local Authority SEN meetings and training

### **Training and Resources**

Staff at Braywood C of E First School have a range of experiences in supporting children with different needs. In order to maintain and develop the quality of teaching and provision for children with SEND, all staff are encouraged to undertake relevant training and development. The school endeavours to provide appropriate resources for all its children.

## **Roles and Responsibilities**

### **The Governing Body is responsible for:**

- Appointing a member of the Governing Body with specific oversight of the school arrangements for SEN and Disability;
- Ensuring there is a qualified teacher designated as SENCO for the school;
- Taking account of children with SEND when planning all matters for the school as a whole;
- Ensuring that the procedures for monitoring all children are consistently applied and provision is in place to support children who require it;
- Ensuring that information is published and updated annually on the school website about the implementation of school policy for children with SEN.

### **The School Leadership Team is responsible for:**

- Regularly reviewing how expertise and resources used to address SEND can be utilised to build the quality of whole school provision as part of their approach to school improvement
- The quality of teaching and support for children with SEND and their progress
- Identifying any patterns in the identification of SEND, both within the school and in comparison with national data and use these to reflect on and reinforce the quality of teaching
- Ensuring the deployment of teaching staff and TAs is appropriate to meet the needs of children with SEND

### **The SENCO is responsible for:**

- Working with teachers and support staff to ensure the day to day implementation of the SEN policy.
- Overseeing the records of all children with SEND, liaising with parents/carers of children with SEND, arranging relevant specialist training for teachers and support staff and ensuring information is disseminated as appropriate
- Liaising with the LA, specialist agencies to arrange assessments, advice and support programmes and ensuring that they are appropriately implemented
- Liaising with other schools to ensure information is shared as part of children's transitions into and out of Braywood C of E First School. Where appropriate additional visits are arranged to facilitate this.
- Attending appropriate training and local liaison meetings to support the role and disseminating relevant knowledge to staff
- Liaising with the SLT about support needs within year groups, to aid the appropriate deployment of staff
- Ensuring individual provision and progress is appropriately monitored and used to guide future planning
- Ensuring there are appropriate resources for children with SEN and that they are properly used
- Working closely with the nominated SEN governor

### **Class teachers are responsible for:**

- Including SEN fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning
- The progress of all children in their class

- Liaising with the SENCO as necessary to obtain advice and strategies to support learning and inclusion in the classroom
- Monitoring and tracking of all children's progress to assist the early identification of learning difficulties and alerting parents/carers at the earliest opportunity of their concerns
- feeding back to parents/carers how a child is progressing towards their SEN learning outcomes
- ensuring that lunchtime supervisors and any other additional teachers are given necessary information relating to children with SEND including possible behaviour management strategies
- the day to day operation and management of interventions for children with SEND in their class

**Teaching Assistants are responsible for:**

- Supporting children's individual needs as directed
- Helping with the inclusion of children with SEND
- Implementing and managing the intervention prepared by the teacher/SENCO
- Monitoring and feeding back progress to teachers on children's responses to learning, interventions and strategies
- Ensuring that learning support aids and programmes provided are utilised appropriately
- Contributing to reviewing and planning for children with SEND including SEN support plans, meetings and annual reviews

**Parents/Carers are responsible for:**

- Informing the school if they have any concerns regarding their child's progress or development
- Attending review meetings of their child's SEN targets and share their aspirations for their child
- Informing the school of any changes in the child's SEND needs or any changes outside of school which may impact their SEN needs/learning

**Children are responsible for:**

- Sharing their thoughts of their perceived strengths and difficulties
- Contributing to setting targets
- Committing to doing their best
- Giving feedback on the effectiveness of their support

**Storing and Managing Information**

Children's SEN records are stored securely in paper-based form in the finance office as well as electronically. The SENCO is responsible for the managing of this information. Information is treated sensitively and only shared with relevant personnel. The school's data protection policy is reviewed by the Governing Body annually.

**Policy Review**

This policy has been written in line with the 2015 Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years. It will be reviewed annually by the SENCO and SLT and approved by the Governing Body.



## **Additional Information**

Key Contacts:

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Headteacher – Annie Cole [head@braywoodfirstschool.co.uk](mailto:head@braywoodfirstschool.co.uk) Tel: 01628 623660

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All schools are expected to produce a SEN Information Report, which makes up part of the 'Local Offer'. Braywood C of E First School's SEN Information Report can be found at: [https://braywoodce.eschools.co.uk/web/special\\_educational\\_needs/413652](https://braywoodce.eschools.co.uk/web/special_educational_needs/413652)

The Royal Borough of Windsor and Maidenhead Local Offer provides information and advice on Special Educational Needs and Disability provision. Information can be found at: <https://rbwm.afcinfo.org.uk/?familieschannel=3>

If a parent/carers is concerned that their child's special needs are not being met appropriately, after discussion with the relevant staff, they are able to follow the stages of complaints as set out in the school's complaints policy.