



BRIGSTOCK LATHAM'S CE PRIMARY SCHOOL

SEND Policy

(Statutory)

<i>Reviewer</i>	<i>Kate Freeman</i>
<i>Reviewer role</i>	<i>SENDCo</i>
<i>Review date</i>	<i>September 2026</i>
<i>Approved by</i>	<i>FGB</i>
<i>Approval date</i>	<i>September 2026</i>
<i>Next review</i>	<i>September 2027</i>

Introduction

Our SEND policy sets out our aims for children with special educational needs and disability (SEND). The SEND Information Report should be read alongside this policy to give more detailed information regarding our provision for children with SEN.

At Brigstock Latham's CE Primary School, we recognise that:

- Each child is an individual with his or her own particular educational needs
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs
- The nature of a child's SEND might be long or short term and in one or more areas
- Our partnership with parents/carers is key to ensuring appropriate and effective SEND provision

We believe that meeting every child's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children, whatever their needs or abilities.

1. Aims

We will:

- Ensure SEND is a whole school responsibility requiring a whole school response
- Identify, as early and as accurately as possible, any children with additional needs and make appropriate provision in accordance with the SEND Code of Practice
- Provide a broad, balanced and ambitious curriculum for all
- Meet individual needs through a wide range of provision to ensure that all children with SEND make the best possible progress
- Build partnerships between home and school and ensure that children and their parents/carers are treated with respect and have their views taken into account
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Ensure that children with SEND express their views and are fully involved in decisions which affect their education
- Regularly assess and monitor children's progress to allow the relevant support and provision to be provided
- Provide quality support and advice for all staff working with children with SEND.

2. Legislation and Guidance

2.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

2.2 [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities

2.3 [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

3.1 The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or impacts upon their use of facilities of a kind generally provided for others of the same age in mainstream schools

3.2 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. A child with a disability is covered by the SEND definition if they require a special educational provision.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Kate Freeman, kfreeman@brigstocklathams.co.uk

She will:

- Determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEN up to date
- Monitor the effectiveness of any special educational provision made and, where necessary, secure relevant services provision
- Liaise with parents/carers and external agencies regularly to provide information on children's needs, provision and outcomes
- Prepare and review information required by law to be published in relation to special educational needs provision

4.2 The SEN Governor

The SEN Governor, Mrs Abigail Marsden-Findlay - AMarsden-Findlay@brigstocklathams.co.uk, will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The head teacher

The head teacher, Mrs Louise Sadler – head@brigstocklathams.co.uk, will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Every class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Set high academic and behavioural expectations for all children in their class, including those with SEND, and supporting them in achieving them

5. Identifying children with SEN and assessing their needs

Early identification of SEND is key to ensure that support and intervention can be put into place to help a child achieve their full potential. Initial identification is, in most cases, due to class teacher or parental/carer concern about a relative lack of progress or observations of social, emotional, behavioural or physical difficulties. Evidence is gathered through the child's work, assessment data, classroom observations and through discussions with parents/carers, other professionals and the child.

Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or improve the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil, where appropriate, and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6. Consulting and involving children and parents

We will have an early discussion with the pupil's parents, and the pupil themselves where appropriate, when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

7. Assessing and reviewing children's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw upon:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

8. Requests for Education, Health and Care needs assessments

For a very small minority of children, the provision provided for them through SEN Support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the school, parents and any external agencies already involved to consider whether a statutory multi-disciplinary assessment may be appropriate. This is known as an Education, Health and Care (EHC) needs assessment. The purpose of the EHC needs assessment is to enable the local authority to decide whether it is necessary to make provision in accordance with an Education, Health and Care (EHC) plan.

Where a request for an EHC needs assessment is made to the local authority, the child will have demonstrated significant cause for concern and the school will have evidence gathered throughout the graduated approach.

Further information about the Education, Health and Care needs assessment process can be found via the local offer;

- [The education, health and care plans \(EHC\) process and assessment - North Northamptonshire - Special educational needs and disability \(SEND\) support](#)

9. Our approach to teaching children with SEN

Teachers are responsible and accountable for the progress and development of all children in their class.

Inclusive, high-quality teaching is our first step in responding to children who have SEN. We make the following adaptations to ensure all children's needs are met:

- Adapting our curriculum to ensure it is accessible for all children
- Adapting our resources and staffing

- Using recommended aids and equipment
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual support
- Providing small group or, on occasions 1:1 interventions to focus on key skills

10. Working with other agencies

Our school will identify sources of support as they develop and evolve.

We seek to respond quickly to emerging need and work closely with other agencies including:

- CAMHS
- School Nurse
- Educational Psychology Service
- IASS (Information Advice and Support Service)
- NCC Sensory Impairment team
- Speech and Language Therapy – Lisa Crowley
- Specialist teachers
- Local NHS services
- Targeted Prevention Team
- Educational Inclusion and Partnership Team (EIP)
- Multi-agency safeguarding hub (MASH)
- Specialist Outreach Teams
- THRIVE Occupational Therapy

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or the Family Support Worker.

Family Support Worker – Nicky Hill – nhill@brigstocklathams.co.uk

SENDCo – Kate Freeman – kfreeman@brigstocklathams.co.uk

11. Expertise and training of staff

Our SENCo is a qualified teacher working at our school and holds the required National Award for Special Educational Needs (NASENCO), Postgraduate Diploma in Specific Learning Difficulties (SpLD Dyslexia) & Assessment Practicing Certificate (APC).

All staff will be trained in how best to support vulnerable learners in order to maximize their achievement. Specific training needs will be identified and met through the performance management process.

12. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for children with SEN by:

- Reviewing children's individual progress against their individual targets each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

13. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of children with SEN

Educational Psychology Service:

<https://www.northnorthants.gov.uk/educational-psychology-service/accessing-our-educational-psychology-service>

Education Inclusion and Partnership Team:

<https://www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling>

IASS (Information Advice and Support Service):

[SEND Information Advice Support Service | North Northamptonshire Council](#)

Virtual School for Looked After Children:

[About the Virtual School | North Northamptonshire Council](#)

Primary Behaviour Outreach Support:

[Maplefields Training & Development - SEMH Outreach for Primary North Northants](#)

[Rowan Gate Primary School - Outreach Service](#)

(See Local Offer website link below for contact details in relation to SEN Inclusion Funding Applications and Education Health and Care Plans)

14. Contact details for raising concerns

If you have a concern, please contact the child's class teacher in the first instance.

15. The local authority local offer

Our local authority's local offer is published here:

[North Northamptonshire SEND Local Offer](#)

16. Monitoring arrangements

16.1 This policy and information report will be reviewed annually by the SENDCo, Head teacher and full governing body.

16.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.

17. Links with other Policies

17.1 This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting children with medical needs
- Safeguarding policy
- Attendance policy