



Brady Primary School

SEND Policy





Aims of Brady Primary School

“Inspiring teaching, for ambitious learners”

At Brady Primary School our ethos is built around our 4 core values of Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help pupils to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support pupil's learning.
- To give pupils access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting learning and teaching environments, for all, which embed the values of inclusive educational practices.

Through a pupil centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.





Rationale

At Brady Primary School, we are committed to providing an inclusive education that meets the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe every child deserves the opportunity to achieve their full potential in a supportive and nurturing environment. This policy outlines our approach to identifying, assessing, and supporting pupils with SEND, ensuring they receive high-quality provision tailored to their individual needs. Our vision is to foster a child-centered, inclusive culture where every teacher is responsible for the progress of all pupils in their class. We work in partnership with parents, carers, pupils, and external agencies to promote positive outcomes, drawing on Havering's Local Offer for additional resources and guidance.

Aims and Objectives

- To ensure early identification and assessment of SEND to provide timely and effective support.
- To deliver high-quality, adjusted teaching as the first step in responding to pupils' needs, reducing the need for additional interventions.
- To adopt a graduated approach to SEND support: assess, plan, do, review (this is Havering-wide)
- To involve pupils and their families in decision-making, respecting their views and aspirations.
- To promote inclusion, enabling pupils with SEND to participate fully in school life (where possible) and prepare for successful transitions.
- To meet legal obligations under the SEND Code of Practice, including publishing our SEND Information Report on the school website.
- To align with Havering's priorities for SEND, such as enhancing participation, building school capacity for inclusion, and accessing borough-wide services like the SEND Early Years Support Service (ESS) and Partnerships for Inclusion of Neurodiversity in Schools (PINS).

Legislation and Guidance

This policy is based on:

- The SEND Code of Practice: 0-25 Years (DfE, 2015), which provides statutory guidance on identifying and supporting SEND.
- Part 3 of the Children and Families Act 2014, requiring schools to use their best endeavors to secure special educational provision for pupils with SEND.
- The Equality Act 2010, ensuring no discrimination against disabled pupils.
- Havering's SEND and Alternative Provision Strategy 2024-2028, which focuses on priorities like communication, inclusion, sufficiency of support, and preparing for adulthood.
- The school's SEND Information Report details our implementation of this policy and is reviewed annually.

Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice, 6.15).

- Learning Difficulty: Significantly greater difficulty in learning than the majority of peers, or a disability preventing or hindering use of educational facilities.
- Disability: A physical or mental impairment with substantial, long-term adverse effects on daily activities (Equality Act 2010).
- Special Educational Provision: Educational or training provision additional to or different from the school's standard curriculum.

SEND falls into four broad areas (SEND Code of Practice, 6.28-6.35):



1. Communication and Interaction: E.g., speech, language, and communication needs; autistic spectrum disorder.
 2. Cognition and Learning: E.g., specific learning difficulties like dyslexia; moderate, severe, or profound learning difficulties.
 3. Social, Emotional, and Mental Health (SEMH): E.g., anxiety, depression, ADHD, or attachment disorders (noting that behavior issues may stem from other needs).
 4. Sensory and/or Physical Needs: E.g., visual or hearing impairments, physical disabilities requiring adaptations.
- Not all pupils with medical conditions, English as an additional language, or behavioral challenges have SEND unless they meet the above criteria.

Roles and Responsibilities

Governing Body:

The Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body's link governor for SEND and Inclusion meets regularly with the SENDCO and reports to the full Governing Body termly. An annual review of the SEND Policy is undertaken by the Governing Body and any amendments made in the light of review findings.

Headteacher:

Responsible for the day-to-day management of SEND provision, including resource allocation and staff training. Ensures the SENDCO has sufficient time and resources.

SENDCO (Special Educational Needs Coordinator): Charlotte Zaayman, a qualified teacher holding the National Award for SEN Coordination.

Key duties include:

- Coordinating SEND provision and advising teachers.
- Overseeing pupil records and the graduated approach.
- Liaising with parents, external agencies, and Havering's SEND services.
- Contributing to staff training and school improvement plans.
- Class Teachers: Responsible for the progress of all pupils, including those with SEND. They deliver high-quality teaching, differentiate lessons, and implement support plans.
- Teaching Assistants: Support pupils under teacher direction, focusing on independence and inclusion.
- All Staff: Promote inclusion and report concerns about potential SEND to the SENCO.

In line with Havering's strategy, we participate in peer support models and access training from the SEND Education Support Service (e.g., on SEMH, literacy difficulties, and EBSA).

Identifying Pupils with SEND

We use a range of methods for early identification:

- Liaison with previous settings or nurseries.
 - Baseline assessments upon entry.
 - Ongoing teacher observations, progress tracking, and pupil voice.
 - Parental concerns and input.
 - Referrals to specialists (e.g., speech therapists, educational psychologists) via Havering's Local Offer.
- Concerns are discussed with parents and the SENCO. We consider if slow progress is due to SEND or other factors like attendance or home circumstances.

A Graduated Approach to SEN Support

We follow the assess-plan-do-review cycle (SEND Code of Practice, 6.44-6.56):

- Assess: Gather evidence on needs, including pupil and parent views.
- Plan: Agree interventions, outcomes, and support (e.g., small group work, adapted resources).
- Do: Implement the plan, with class teachers overseeing.
- Review: Evaluate progress termly, adjusting as needed.

If needs persist, we may request an Education, Health and Care (EHC) needs assessment from Havering Council.



Education, Health and Care Plans (EHCPs)

For pupils with complex needs, an EHCP outlines required provision. We contribute to assessments, implement the plan, and conduct annual reviews, focusing on outcomes and preparing for adulthood from an early stage (as per Havering's Priority Four).

Supporting Pupils and Families

- We foster strong partnerships with parents through regular meetings, workshops, and access to Havering's SENDIASS (impartial advice service).
- Pupils' views are central, using tools like one-page profiles.
- We signpost to Havering's Local Offer, including early help programs, therapy services, and mental health support (e.g., CAMHS, Triple P parenting).
- Transitions: Smooth handovers to secondary schools, with enhanced support for vulnerable pupils.

Monitoring and Evaluation

- The SENCO tracks pupil progress and provision effectiveness.
- Governors review annually via reports and audits.
- Feedback from pupils, parents, and staff informs improvements.
- Alignment with Havering's SEND Outcomes Framework ensures measurable impact.

Training and Resources

Staff receive ongoing training on SEND (e.g., via Havering's networks on neurodiversity and inclusion). Resources are funded through the school's budget, notional SEN funding, and top-up funding for EHCPs.

Links to Other Policies

This policy should be read alongside our Behaviour, Equality, Safeguarding, and Accessibility policies.

Storing and Managing Information

SEND records are stored securely in line with GDPR and shared only on a need-to-know basis.

Complaints

Concerns about SEND provision should first be raised with the class teacher or SENCO. If unresolved, follow the school's complaints procedure. Parents can also contact Havering SENDIASS or appeal to the SEND Tribunal for EHCP-related issues.

This policy will be reviewed annually or sooner if legislation changes. For further details, see our SEND Information Report on the school website.

The school has a qualified SENDCO, Charlotte Zaayman and a nominated link Governor for Inclusion: Terri Anne Cloak. The school is committed to early identification of special educational needs and adopts a graduated response to meeting need in line with the SEND Code of Practice 2014.

A range of evidence is collected through the school's assess, plan, do, review arrangements and through performance management meetings. There is no need for pupils to be identified or registered as having special educational needs unless the school is taking additional or different action. Many pupils are helped by in class adjustments/ interventions at an early stage.

New pupils joining the school are tracked by pastoral support and records passed to the SENDCO after checking by the Head Teacher. We recognise that there are groups of pupils who do not have a special educational need but their progress and attainment may be impacted upon e.g. English as an Additional



Language, Child Protection, Pupil Premium, Looked After Pupil, Attendance and punctuality issues, Disability, Health and Welfare and being a child of serviceman or woman. These groups are closely monitored. Provision/action that is different or additional from that available to all, will be recorded in a Support Plan and OPP (one-page profile) and recorded and tracked using the school's tracking system. A pupil requiring this extra support will be included on the school SEND register, parents and carers will be fully informed throughout this process.

Support Plans and OPPs will be written by the class teacher in consultation with the SENDCO, pupils, parents, carers and other teachers when appropriate. It may also involve consultation and advice from external agencies.

These documents will set targets for the pupil and will detail:

- Information about the pupil
- What adjustments are made in the learning environment
- Teaching and learning strategies to be used and how they may be achieved
- Any special provision to be put in place
- When the plan was reviewed.
- They will be reviewed at least twice a year

Outcomes and targets achieved will be recorded. After a review, new targets may be set for the learner. Pupils may be removed from the SEND register if they no longer require additional support. Work done towards targets will be kept in a SEND folder and other relevant work photocopied and added to provide evidence of progress towards targets. If, despite interventions, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals or refer for specialist advice.

Pupils and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

We have developed links with the Speech & Language therapy service, Child and Family Consultation Service, and the Early Intervention Prevention Team

We have regular visits from our appointed Educational Psychologists, School Nurses, Early Help Team and Behaviour Services and the Speech & Language Team.

Your child's class teacher should be the first port of call in case of any difficulty regarding special needs as for any other matters.

Any pupil starting at Brady Primary School with identified special needs will always be supported by staff trained upon arrival.

The SENDCO attends local SENDCO network meetings in order to keep up to date with local and national updates in SEND.



It is normal to differentiate each lesson taught for different abilities. Every pupil is assessed half termly in the three core subjects, Reading, Writing and Maths. When a child falls below the level of their peers and is not achieving their potential it may be necessary to start interventions.

Intervention groups are small groups with up to six pupils and are designed to enable the pupils to catch up on basic skills in literacy or Maths and work with the rest of the class after the intervention. At this point the class teacher will raise a cause for concern with the SENDCO. Together, they will discuss the best next steps to support the pupils' needs and this will be monitored over a period of at least three weeks. If after this, the pupil has not caught up with the lowest ability group in class then they may need individual intervention, differentiating the work for them personally.

We may ask for advice from an outside agency such as the Educational Psychologist. They will look at what provision has been put in place and suggest alternative interventions. This often, but not always, involves an input from a teaching assistant.

Each class teacher is requested to complete a provision timetable for their class and this information is collated by the SEND team.

We track all the interventions and support that each individual pupil has had and we use this information to review provisions. Provision timetables inform Support Plans and these are updated and reviewed at least twice a year. The majority of pupils with SEND will stay at this stage.

Resources and support are provided through the local offer for education health and care through universal and targeted services.

If a pupil has a significant learning difficulty, usually putting them in the bottom one percent of their age-range, or a complex additional need, a referral can be made to the borough for a formal assessment of their learning needs. This is called an Education, Health and Care Needs Assessment (ECHNA). This assessment involves several agencies including health, Educational Psychologist and the Integrated Disability team, the school, the parents and the child. If agreed then this becomes an EHCP and this is shared with parents and school to ensure the needs of the pupil are being met.

A referral to the Integrated Disability team can be made by parents, schools and other agencies. A meeting will be arranged which will include everyone involved with the pupil to decide whether to start an EHC Assessment. If it is decided that an assessment should start the family and professionals working with the child will complete reports within 6 weeks. Another meeting will be held to develop the EHC plan which will highlight what support the pupil requires.

The family can request an individual budget to fund some of the interventions that are mentioned in the EHC Plan.

The EHC Plan is reviewed annually, the school will organise the annual review and include all external agencies and family.



If a pupil does not require an EHC Plan assessment but does require additional support that is above the schools notional £6,000 then an application can be made for additional funding. We would need to complete a school SEND Support Plan for the pupil which has detailed information about what SEND support is required and how much that support would cost. We would send the SEND support Plan to the relevant SEND case officer to make a decision. Further Reading SEND Code of Practice 2014
<https://www.haveringsfd.co.uk/content/distributionform.aspx?id=12604>

Review

This policy will be reviewed annually by the SENDCO. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors Date

Headteacher Date