



BROOK FIELD PRIMARY SCHOOL

SEND Policy

At Brook Field School we value each child's individuality and through inclusive teaching equip our children with the skills, knowledge and learning behaviours to become independent life-long learners. We maintain that learning should be a rewarding and enjoyable experience for everyone, hence our school motto 'Celebrating all our steps to success'.

We have high expectations of all our children and through the use of reasonable adjustments and careful planning endeavour to remove barriers to learning and participation. Our engaging, multisensory curriculum, with a focus on cross curricular links, is designed to provide learning experiences which allow all children to challenge and deepen their understanding.

All pupils at Brook Field Primary School are equally valued and through our inclusive approach we aim to develop a sense of community and belonging.

Aims

The aims and objectives of this policy are:

- To enable all children to have full access to all elements of the school curriculum and school life
- To ensure that the special educational needs and/or disabilities of children are identified, assessed and provided for
- To create an environment that meets the special educational needs/and or disability of each child
- To plan an effective curriculum to meet the needs of all children, including those with SEND
- To identify the roles and responsibilities of staff in providing for children's special educational needs and/or disability, recognising that all teachers are teachers of children with SEND.
- To ensure there is a close working partnership with the parents of children with SEND,
- To enable the children to have a voice in their support and targets
- To work in close partnership with outside agencies to support the needs and inform the provision for children who have SEND
- To enable children in the school to work towards promoting a positive self-image and self-worth

Definition of Special Educational Needs

We adhere to the Special Educational Needs and Disability Code of Practice (2014) which states:

'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 them.'

A child of compulsory school age or a young person 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

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 in mainstream schools.

The role of the Special Educational Needs Coordinator (SENCo)

The SENCo at Brook Field Primary School is Mrs. Emma Brennan and her responsibilities include:

- Working with the Head teacher, Deputy head teacher, Inclusion Lead and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Managing the day-to-day operation of this SEND policy
- Coordinating the provision for children with special educational needs and/or disability, including those with EHC Plans
- Liaising with and advising class teachers, TAs and Curriculum Subject Leaders to ensure children receive high-quality teaching and appropriate support
- Advising on the graduated approach to providing SEND support at Brook Field
- Monitoring the progress of children with SEND
- Overseeing the records of all children with special educational needs and/or disability
- In conjunction with class teachers, liaising with parents/carers of children with special educational needs and/or disability
- Contributing to the CPD of staff
- Liaising with and making referrals to outside agencies to support individual children.
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA
- Managing a range of resources to enable appropriate provision for children with special educational needs and/or disability
- Liaising with Early Years settings and secondary schools to ensure there is effective transition for the children and transfer of SEND records

The role of the Governing Body

The named governor responsible for SEND is Ms J Milsom.

The governing body will:

- Do its best to ensure that the necessary provision is made for any child who has SEND
- Monitor the quality and effectiveness of SEND provision within the school
- Work with the head teacher, Inclusion Lead and SENCo to determine the strategic development of the SEND and Inclusion Policy and provision within the school

The role of the Head teacher and Deputy Head teacher

The Head teacher and Deputy Head teacher will:

- Oversee the strategic development of the SEND policy and provision within the school alongside the SEND governor, Inclusion Lead and SENCo
- Have overall responsibility for the provision and progress of learners with SEND.

The role of Subject Leaders

Through a wide range of monitoring Subject Leader teachers will:

- Identify how their subject is being planned for and delivered to meet the needs of all learners, including those with SEND
- Monitor the progress and attainment of SEND children to identify the impact of their subject on pupil outcomes
- Target areas for development of their subject for discussion with staff

The role of class teachers

Every teacher is a teacher of SEND. They are responsible for:

- the progress and development of every child in their class
- delivering high-quality teaching taking into consideration the needs of all pupils to provide an inclusive curriculum
- working closely with teaching assistants to plan for and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENCo to review progress and development and reflect on provision

Safeguarding

As a school, we recognise that pupils who have special education needs and disabilities can face additional safeguarding and child protection challenges. These can include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil/student's disability without further exploration
- pupils/students with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Monitoring arrangements

This policy and information report will be reviewed by the SENCo, Emma Brennan every year. It will also be updated if any changes to the information report are made during the year.

The policy will be approved by the SEND Governor and governing board.

Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- Assessment Policy
- Behaviour Policy
- Educational Visits Policy
- Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- SEND Information Report

Reviewed October 2025

Appendix 1

DYSLEXIA AT BROOK FIELD SCHOOL

What is dyslexia?

Dyslexia is a learning difference that mainly affects the skills involved in accurate and fluent word reading and spelling.

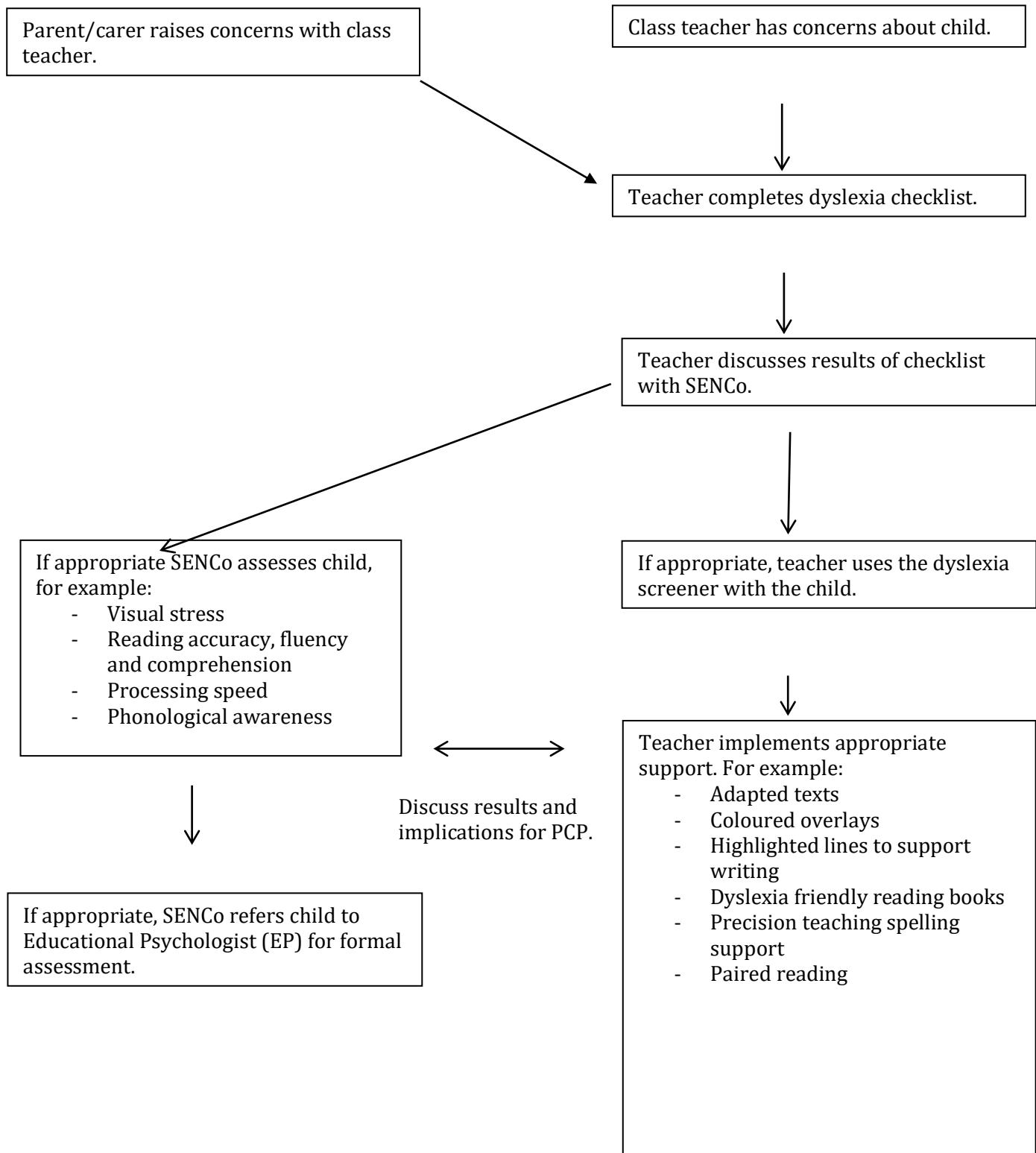
Dyslexia occurs in people of all intellectual ranges.

What are the signs?

The characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed. Other co-occurring difficulties may also be present. Dyslexics may display a range of these difficulties or just a few.

- Good ideas but can't get them down on paper
- Visual stress (words 'move' on the page)
- Slow to process instructions
- Difficulties with short term memory e.g. times tables, the alphabet, classroom instructions
- Difficulties using new information
- Sequencing difficulties
- Confuses left and right
- Handwriting is untidy/slow/reversed/not spaced correctly
- Reluctant to write
- Spelling is strange/ letters in the wrong order/phonic errors/letters missing
- Doesn't enjoy reading
- Confuses words that are similar (saw/was on/no for/off)
- Poor tracking/loses place in the text when reading/repeats same line or omits a line
- Poor comprehension when reading the text independently
- Low self esteem

I think my child is dyslexic, what should I do? What happens next?



Visual Stress

If you think your child suffers from visual stress and would like a diagnosis, you can ask your GP to refer your child to an orthoptist or you can have an assessment done at a high street optician such as Specsavers or Haine and Smith which will determine if tinted lenses or overlays would help your child.

Appendix 2 – Graduated Response at Brook Field School

Teacher, child and parents
Universal provision (Quality First Teaching).

Teacher, SENCO, child, parents and possible Outside Agencies
Universal and targeted provision

Teacher, SENCO, child
parents, Outside
Agencies, SENAT
Universal, targeted and
specialist provision.

All children receive **Quality First Teaching** with appropriate challenge and differentiation.
Progress is monitored and tracked a minimum of 3 times a year

If a teacher has concerns about a child's progress/possible barriers to learning then they will complete a **Needs-Checker** to identify concerns, use the **Needs-Checker Summary Sheet** to summarise and share these with parents/carers.
Using the **Brook Field Inclusive QFT documents** the teacher will identify and record strategies and approaches to put in place.

These may be detailed on the year group **Intervention Action Timetables**.

Teachers will use the **Needs-Checker Summary Sheet** to reassess and review the level of concerns and interventions after a minimum of **6 weeks**. The interventions will be adjusted and recorded as necessary to meet individual needs.

If a teacher or parent/carer continues to be concerned about lack of progress and/or other barriers to learning then the **Blue Kite Graduated Response** document will be used alongside the **Identification Criteria for SEND** by the classteacher with the SENCO and an **Identification Summary Chart** completed and signed by parents.
The **Menu of Provision** will be used by the classteacher and SENCO to identify assessments, strategies and interventions that can be used to support the pupil.

If a child is thought to have a specific special educational need they will be placed on the SEND register at 'SEND support'. The need can be within one or a combination of these areas: Cognition and Learning/ Communication and Interaction/ Social, Emotional and Mental Health/ Sensory and/or Physical. At this point a **Pupil Centred Plan (PCP)** will be written with the child, shared with parents and specific interventions will be put in place. The school will continue to follow the assess, plan, do, review model.

The **PCP** will be reviewed a minimum of three times throughout the school year with progress towards outcomes identified. If a child is continuing to make limited progress and/or is continuing to be of concern, then the SENCO in collaboration with the teacher and parents/carers may investigate the support of an outside agency to assess and offer/recommend specific support for a child. At this point there may be the introduction of individualised SENTA support. An **Early Help Conversation** may also be completed with the parents/carers by the SENCO if there are complex needs. Regular TAF meetings would then be held.

After regular reviews of the PCPs, if a child is continuing to make limited or no progress and demonstrating specific Special Educational Needs which need extra support then the school or parent/carer can apply to the Local Authority for an **Education Health and Care Plan** using the **Blue Kite Graduated Response** for High Needs and Guidance for Statutory Assessment.

If an EHCP is granted an Annual Review will be held to identify progress towards outcomes.