Special Educational Needs and Disability Procedure

Branston Locks Primary and Nursery School

Implementation date: September 2026
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1) **Introduction**

This procedure supports Branston Locks Primary and Nursery School's aims to provide a broad and balanced curriculum for all children.

The Early Years Statutory Framework and National Curriculum is our starting point when planning curricular provision. Teachers set suitable learning challenges and respond to children's diverse learning needs.

Children may have particular physical, emotional, behavioural or learning difficulties that create a need for special educational provision to be made for them.

All our teachers are teachers of children with special educational needs and take account of all identified SEND requirements through differentiated approaches. They make provision, where necessary to support all individuals or groups of children.

Reference has been made to the following legislation in the compiling of this document:

- SEN Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) 2015
- Equality Act 2010
- Children and Families Act 2014

1a) We, at Branston Locks Primary and Nursery School are fully committed to giving all our children every opportunity to achieve their very best, by offering a range of activities and styles of teaching to all. We consider the mental health and wellbeing of all our children. Equality of opportunity is a reality for our children, irrespective of all learning requirements. We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all and educational excellence in preparing young people for their futures, seeking continually to improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

All children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (2015).

The categories of need are:

1 Communication and Interaction
2 Cognition and Learning
3 Social, Mental and Emotional Health 4 Sensory and /or Physical.

This document outlines how this school will do its best to ensure that the necessary provision is made for any pupil who has a Special Educational Need or Disability (SEND) and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, to allow them to join in the activities of the school

together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of other pupils with whom they are educated.

Further information regarding SEND at Branston Locks Primary and Nursery School can be found in the School's SEND Information Report which is on the website.

1b) Roles and Responsibilities

- SENDCO: Mrs Ellen Collins
- SEND Governor: Mrs Candice Morris Hamilton
- Safeguarding and Child Protection: Mrs Kate Bryant
- Deputy Safeguarding and Child Protection: Mrs Ellen Collins

2) Aims and Objectives

Our overall aim is that school's provision for SEND takes account of any type or extent of difficulty experienced by any child: that every child's needs are met in a way that enables full access to school's educational provision.

2a) Therefore the aims of the school are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

2b) Objectives

All staff and governors at the school will endeavour to meet the Special Educational Needs of all pupils at the school.

They shall:

- Admit all pupils to the school on the basis of the school's published admissions procedures.
- Welcome all pupils, including those with SEND.
- Enable all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Evaluate the implementation of the SEND policy.
- Develop a partnership between parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- Develop a wide community involvement in SEND through the multi-agency partnership and other local initiatives to benefit the pupils.
- Regularly review the progress and achievement of all pupils, including those with Special Educational Needs
- Work in collaboration with other SENCOs in the JTMAT.

The policy will act within the framework of the 2015 SEND Code of Practice to:

- Identify pupils with any SEND.
- Coordinate and manage SEND provision.
- Provide for pupils with SEND.
- Communicate with parents and outside agencies.
- Listen to the voice of the young person.

3) **The Statement of Current Practice**

3a) Identifying children with Special Education Needs

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day–to–day responsibilities. All teachers are teachers of children with Special Educational Needs.

We know a pupil needs support if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- Tracking of attainment outcomes indicates lack of progress.
- Pupil observation indicates they have additional needs in one of the four categories of need previously stated.

As a school, we recognise that progress and attainment can also be affected by factors other than SEND e.g.:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEND).
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted
- Being a child of a Serviceman/woman Whilst the above may affect progress and attainment they do not fall within the categories of SEND.

All children progress at different rates, but wherever children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed. Provision to meet the children's needs will be implemented.

Lack of progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches
- Working at levels significantly below age expectations, particularly in literacy or numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.

- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interactions to access learning.
- Lack of adequate progress may be identified by the teacher and/or parent.

The SEND coordinator (SENDCO) and class teacher meet termly to discuss individual pupils' progress in learning and social development. They identify any whose rate of progress is assessed below that of their peers. Parents are informed if staff have a concern over their child's progress in any area of development.
If parents identify a concern, a meeting takes place with the SENDCO, class teacher and where possible any support staff who are involved in the child's learning and parents.

With parental agreement, SEND procedures begin, within the 2015 SEND Code of Practice. (See section 3)

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

3b) Managing SEND Provision

Coordinating and Managing Provision

The school's Local Governing Board has important statutory duties towards pupils with SEND.

Working in partnership with the Headteacher it has responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.

It ensures that the school regularly reviews the progress and achievement of pupils with Special Educational Needs.

Through the school's self-review procedures, it monitors effectiveness of the school's SEND policy and provision.

A named governor is designated to have a specific role for SEND and meets regularly with the SENDCO. The named governor for send is Mrs Candice Morris Hamilton.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with SEND provision.

The SENDCO is responsible for the operation of the school's SEND policy. She:

- Ensure the efficient and appropriate use of SEND resources across the school.
- Lead and oversee the school's graduated approach to SEND support.
- Coordinate school-based assessments and complete documentation required by external agencies and the Local Authority.
- Maintain and regularly review the school's SEND Register.
- Maintain, monitor and manage SEND records, ensuring compliance with data protection requirements.
- Monitor, evaluate and report on the effectiveness of SEND provision to the Headteacher.
- Disseminate SEND information, guidance and updates to teaching and support staff.

- Liaise with and advise teachers and support staff on the identification of, and provision for, pupils with SEND.
- Support staff in developing, implementing and reviewing APDRs (Assess, plan do, review), behaviour support plans, communication profiles and risk assessments.
- Maintain specialist resources and ensure the availability of appropriate teaching and learning materials.
- Deploy support staff effectively to meet identified needs and maximise pupil outcomes.
- Participate in the recruitment, induction, deployment of teaching assistants and welfare staff, where appropriate.
- Liaise closely with parents and carers to ensure a collaborative approach to supporting pupils with SEND.
- Coordinate and contribute to staff training and professional development relating to SEND.
- Liaise with external agencies, including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Health Services and the Local Authority.
- Liaise with other schools within and beyond the John Taylor Multi-Academy Trust to support effective transition and the sharing of good practice.
- Manage the school's delegated SEND budget and ensure funding is used effectively to meet pupil needs.
- Coordinate statutory Education, Health and Care Needs Assessments and contribute evidence to support applications where appropriate.
- Organise, chair and coordinate Annual Reviews for pupils with Education, Health and Care Plans (EHCPs), ensuring reports are completed and submitted within statutory timescales.
- Monitor the progress and outcomes of pupils with SEND and ensure that provision is reviewed regularly and adjusted where necessary.
- Support effective transitions for pupils with SEND at key points in their education.
- Promote an inclusive culture across the school, ensuring that pupils with SEND are able to participate fully in school life.

Teachers have responsibility for:

- Devising appropriate strategies and identifying suitable methods to enable pupils to access the curriculum.
- Working directly with pupils and providing additional support on a daily basis.
- Collaborating with the SENDCo to develop, implement and review APDRs (Assess, plan do review), behaviour support plans, communication profiles and risk assessments.
- Supporting pupils to achieve the outcomes and targets identified within their APDRs and Education, Health and Care Plans (EHCPs).
- Adapting teaching, learning and provision to meet the needs of identified groups and individual pupils in line with the school's graduated approach.
- Planning, delivering and evaluating individual and group interventions to ensure they are effective and responsive to pupils' needs.
- Monitoring pupil progress and contributing to the assessment, review and reporting processes for pupils with SEND.
- Liaising with parents, carers and relevant professionals to support pupils' learning, wellbeing and development.

- Monitoring pupil progress and contributing to statutory review processes, including the preparation of reports and attendance at Annual Reviews for pupils with EHCPs.

Teaching Assistants support the teaching of and learning by individuals and groups of pupils throughout the school.

3c) Resources for SEND

School, is funded to meet the needs of all its pupils through the core budget, but receives additional funding to support provision for SEND through:

- Deprivation factors, based on the number of Pupil Premium children and those in long term care.
- Funding for specific pupils to meet their assessed needs.

All resources are employed effectively to meet the needs of individuals and groups on the basis of plans within the School Improvement Plan.

3d) Staff Development

The school is committed to developing the expertise of all staff in SEND to enable them to meet the needs of pupils.

This may be provided by:

- Attending training courses.
- In-service training provided by external trainers.
- Staff meetings led by the SENDCO.
- Staff training sessions lead by the JTMAT.

3e) Monitoring and Evaluation Provision

As part of the school's self-review, the SENDCO, Headteacher, Governors and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND.

Success factors will include:

- Early identification of pupils with SEND.
- School and parents working in partnership.
- Intervention and provision regularly reviewed and evaluated via individual progress and data collection.
- School working in close cooperation with other agencies and fostering multi-agency working.
- Education, Health and Care Plans and APDRs regularly reviewed.

The criteria that will be used in evaluating effectiveness will include:

- Reports by Inspectors or others offering external moderation.

- Review of School Improvement Plan.
- Annual review feedbacks from parents.
- Individual pupils' attainment of the targets included in their APDRs.
- Internal tracking data.
- Achievement in standardised assessments, (Baselines; end of Reception Early Learning Goals; Year 1 Phonics Screening Check, Key Stage 1 and 2 SAT's) for all pupils and pupils identified with SEND in particular.
- Provision for SEND pupils leaving the school and transferring to Key Stage 3
- Number of SEND pupils receiving fixed and permanent exclusions

4) **Arrangements for considering complaints**

If parents wish to make a complaint about the educational provision for a SEND pupil, they are invited to discuss their concerns with the SENDCO. If they are still dissatisfied, they should contact the Headteacher, then the Governors or finally the LEA.

5) **Branston Locks School's Graduated Approach to SEND Support**

Whole school Quality First Teaching:

- Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment document

5a) Graduated Response

Provision is "educational" provision, which is additional to, or otherwise different from, the educational provision made for other children of the same age. This may include:

- Provision of specialist or adapted equipment or learning materials.
- Additional regular individual or small group support.
- Access to specialist support from other agencies.

This additional provision will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress. This provision will be identified and managed by the SENDCO but will be planned and delivered by the teaching and support staff.

5b) Adapted School Support

Prior to the identification as having SEND, a pupil will have had access to adaptations which may include:

- Targeted support by a class teacher within the class environment.
- Access to school support programmes.
- Additional home learning opportunities.

Where a child fails to make adequate progress despite this, then the school will consider further intervention and identify the pupils having SEN.

5c) Monitoring Stage

Monitoring Stage will be initiated where pupils have failed to make adequate progress. They will be identified by the SENDCO, who will consult with staff and parents, as well as the pupil. Following evaluation of the school's interventions and assessments of the child, the SENDCO will identify provision from within the school's resources that are designed to meet the pupil's needs. School interventions may include:

- Additional planning of learning programmes.
- Provision of different learning materials or specialist equipment.
- Additional staff training.
- Group support on a regular basis.

An APDR is drawn up by the teacher and SENDCO for each pupil identified for the Monitoring Stage.

5d) SEN Support Stage

Where pupils fail to make adequate progress, despite additional provision at Monitoring, then the school will seek the advice and involvement of external support services: e.g. the LA support Services (SENIS); Educational Psychologist; medical experts, the Early Years Forum, Speech and Language Therapist; and/or Occupational Therapists. They will be requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support of training for staff.

Parents and the child will also be involved and as an end result of this the APDR will be revised and new strategies put into place. Should the assessments identify that the pupil requires additional provision on a regular basis, for an extended period, then, the school may apply for additional resources. The application will be evaluated against criteria established by the LEA.

5e) Educational Health and Care Plans

For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to conduct an assessment of education, health and care needs. This may result in and Education, Health and Care Needs Assessment (EHCNA) being requested by the SENDCo in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority. If an Education, Health and Care Plan is provided, needs are outlined in detail, with the necessary provision stated. Hours of support may be specified in order to meet the needs of the pupil. This will be reviewed annually to ensure the plan is still relevant.

5f) Planning and Reviewing

The strategies that will be employed for pupils identified as having SEND will be recorded in an APDR reflecting provision that is additional to or different from, normal differentiated provision. Contents of the APDR will include:

- Up to 4 short term targets for the child.
- Teaching strategies to be used.
- Additional provision, including resources, to be put in place.
- When the plan is evaluated and reviewed, with space for the outcome of targets.

The APDR will be communicated to all staff who support the child's learning, as well as parents, the child and other professionals. APDRs will be kept under review, but will be formally reviewed up to 3 times a year by consultations with the child, parents and staff. New targets will be identified with strategies for achieving them.

If, at review, the pupil has made adequate progress then, with parental agreement, they can be taken off the SEND register.

6 Partnership

6a) Partnership with Parents

Branston Locks actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Effective communication.
- Acknowledgment of the parents' role as a partner in the education of their child.
- Recording parental views as part of any Review procedure.

The parents of any pupil with either SEND or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff.

6b) Pupils' Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision-making process whenever appropriate or practical, (taking into account the age of the child concerned) by:

- Listening to and valuing their views.
- Involving pupils in Review meetings to discuss progress and future provision.
- Involving pupils in target setting and formation of APDRs.
- Record pupils' views as part of any review process.
- Effective communication.

6c) Partnership with Other Bodies

The school aims to provide an integrated support, based on the needs of the pupil. Cooperation between the school, other schools with the JT MAT, the LEA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEND.

This procedure is reviewed annually.