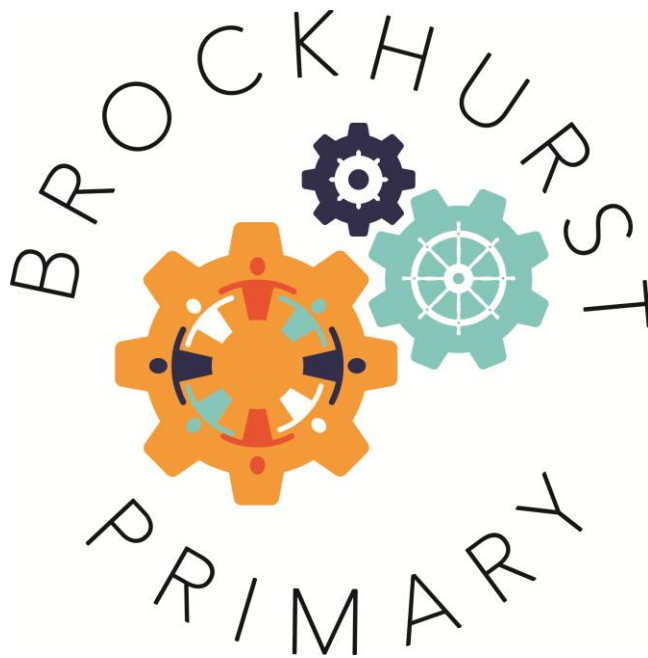


SEND Policy

Brockhurst Primary School

Dive into learning, set sail for success!

Courage Ownership Respect Excellence



Approved by:	FGB	Date: November 2025
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1. Our Shared Vision

At Brockhurst Primary School, we are committed to providing an inclusive, nurturing, supportive environment where every child, regardless of their special educational needs or disabilities (SEND), is considered as an individual and has equal opportunities to dive in, succeed and belong. As a mainstream school we offer a personalised curriculum that ensures all pupils, whatever their abilities or emotional needs, can make progress, take ownership of their learning and achieve excellence. Our dedicated interventions and provisions are tailored for individual children, supporting them to access the curriculum and, where necessary, make accelerated progress. We also offer a wide range of extra-curricular activities, giving all children the chance to thrive beyond the classroom and the courage to take on new challenges. We value and respect every child, ensuring that all are equal members of our school community, and we are focused on removing barriers to learning, providing physical and curricular access, and fostering a foundation for life-long learning.

2. Aims

Brockhurst Primary School is currently in a period of change as we move towards becoming a 1 form entry school. We currently work in mixed age classes with 3 classes in each phase (Year 1 and 2, Year 3 and 4, Year 5 and 6) across the school except for our Early Years class. At Brockhurst, we are proud of our strong reputation and experience in enabling children with a wide range of learning and physical delays, difficulties and disabilities to succeed academically and socially.

“Tailored support helps pupils with special educational needs and/or disabilities (SEND) to develop resilience and independence. A strong sense of inclusion is evident across the school. It is clear that everyone is welcome here.”

OFSTED March 2025

Brockhurst welcomes all children equally to our school and believe that we all benefit from learning and playing together in a proactively inclusive community. We hold high aspirations for all of our children, whatever their starting point or challenges in learning and development, and we know that with the right support and the right attitude children can make progress and their potential is neither fixed nor known. We teach children that we all learn the same things (playing; reading; writing; mathematics etc.) in different ways and all the things we learn and all the ways in which we learn are equally important. We believe parent and pupil voice should be central to everything that we do and we aim to ensure that these voices are central to all decisions about a child.

We strive to become a truly 'inclusive school' – a school in which all children and all families, whatever their needs, feel equally welcome, valued and receive the support that they need.

In order to achieve this, we will aim to:

- Offer a consistent, whole school approach to pupils with special educational needs and disabilities (SEND)
- Ensure that the school is active in early identification and assessment of needs
- Ensure that provision is personalised and appropriate for children with SEND
- Enable each child to learn to value their own strengths and build on them
- Involve children in planning and decision making
- Rigorously consider all options to identify reasonable adjustments and remove barriers to learning
- Enable all children to achieve by ensuring that all staff take responsibility for setting appropriate learning challenges
- Work in partnership with families
- Work in partnership with outside agencies

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report

3. Definitions

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 others of the same age, or
- 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

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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Emma Gladman.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school and ensure relevant statutory information is publicised to families
- Develop positive and effective working relationships with families
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Take responsibility for own professional development by attending updates and courses to keep up to date with the Code of Practice and current developments
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality, inclusive teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Have an understanding of the Code of Practice and implications for children with SEND
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class – knowing the needs of every pupil and planning specific provision and appropriate learning challenges for all
- Knowing which children are on the SEND register, what their needs are and have a clear understanding of their One Page Profile
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Follow the Graduated Approach to ensure children's needs are met, progress is monitored and difficulties identified
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Contributing to any reports or meetings necessary for individual children with SEND
- Communicating regularly with families of SEND children including sharing targets and discussing progress and changes to provision
- Ensuring they follow the SEND policy

4.5 Learning Support Assistants

Each LSA is responsible for:

- Working with children on personalised learning targets or interventions and giving regular feedback to teachers on progress
- Attending meetings or contributing to reports for individual children with SEND
- Taking part in training to develop SEND skills and sharing knowledge or offering to train others
- Enabling SEND children to make connections between learning on specific interventions and learning in class.
- Maintain positive and professional relationships with families

4.6 Families

Families are responsible for:

- Engaging with the teacher and SENDCo to discuss their child's individual needs
- Ensuring that the school is kept up to date with all relevant information that may impact on their child's school day
- Attending and contributing to any meetings necessary to plan provision for their child
- Supporting their child's learning and progress at home

5. SEND Information

5.1 What kinds of Special Educational Needs does Brockhurst Primary cater for?

Brockhurst Primary is a mainstream primary school and welcomes children with SEND in one or more of the following areas:

- **Communication and Interaction** e.g. speech, language and communication needs. Autistic Spectrum Condition.
- **Cognition and Learning** e.g. specific learning difficulties (SpLD) dyslexia or dyscalculia, learning difficulties, global developmental delay
- **Social, Emotional and Mental Health Difficulties (SEMH)** e.g. attentional or hyperactivity difficulties, depression, attachment difficulties, anxiety
- **Sensory and /or Physical Needs** e.g. visual impairment (VI), hearing impairment (HI), Cerebral Palsy, epilepsy, dyspraxia.
- **Medical Needs** – Where pupils have medical needs and special educational needs, we will plan and deliver educational provision in a coordinated way in accordance with their healthcare plan, if they have one. We also follow the statutory guidance on supporting pupils at school with medical conditions.

5.2 Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly below their peers starting from the same baseline
- Fails to match or better 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 SEND.

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 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.

5.3 Consulting and Involving pupils and parents

We will have an early discussion with the pupil and their parents 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
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

5.4 Assessing and Reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

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

The assessment will be reviewed regularly.

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.

5.5 Supporting pupils moving between phases

We will share information with the school, or other setting the pupil is moving to. We also collect information from schools/nurseries when a child joins our schools. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching children with SEND

All of our teachers teach children with additional needs and SEND. All of our staff recognise the importance of identifying additional needs early and making effective provision quickly. The identification and assessment of additional needs and SEND is built into the school's graduated approach to monitoring the progress of all pupils.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We also provide a number of interventions including:

- Rapid Catch-Up for Reading
- Rapid Catch-up phonics
- Precision teaching
- Nurture Sessions
- Attention Autism (EYFS)
- TALA (Therapeutic Listening Intervention]]
- Nursery Narrative
- Lego Club Intervention
- Movement Regulation Intervention
- Play Therapy

5.7 Adaptations to the curriculum and learning environment

The class teacher will provide teaching and learning activities to match the levels of learning of all children in the class. Sometimes, additional resources will be provided to support children's learning (e.g. writing-slopes, pencil grips, laptops, lap cushions, sensory snacks, visual signs or symbols).

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, scaffolding, modelling etc.
- Adapting our resources, environment and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Learning support assistants often assist the class teacher in meeting all the children's needs but we always strive to help children work independently or with other children rather than become dependent on adult support. For a very few children with very specific

needs, we may plan parts of the curriculum completely differently to the rest of the class to ensure the children make progress. Parents and carers would always be involved in these decisions.

5.8 Additional Support for learning

We have a number of Learning Support Assistants (LSAs) who are trained to deliver interventions such as those named above.

LSAs will support pupils on a 1:1 basis only where necessary and will promote least amount of help first.

LSAs will support pupils in small groups as deployed by the class teacher.

We work with a number of agencies to provide support for pupils with SEND including:

- Educational Psychologist
- School Nursing
- Speech and Language
- Outreach Services from local Specialist Schools
- Communication and language team
- Specialist teachers to support hearing and visually impaired pupils
- Occupation Therapy
- Mental Health Support Team
- Primary Behaviour Service
- Child and Adolescent Mental Health Services

Some children with SEND need very specific planning and this would be recorded in a Behaviour Response Plan or One Page Profile (or both). For the family and the school to review, discuss and create these plans, longer meetings than the Parent/Carer meetings are needed and so we will plan additional termly meetings for this purpose.

5.9 Expertise and Training of Staff

Emma Gladman has 15 years' experience in this role and has worked in our school for 4 years.

We have a team of 20 learning support assistants, including 2 Learning Mentors who are trained to deliver specific SEND provision

Staff receive regular CPD to support the needs of the children within the school for example Autism and ADHD.

The school currently employ a Home School Link Worker who is Deputy Designated Safeguarding Lead, Attendance Champion and trained Therapeutic Listening Assistant. The school took part and actively support the Maximising the Impact of Teaching Assistants project funded by the Education Endowment Fund which aims at improving outcomes for all pupils by increasing their independence and improving their interactions in the classroom.

All Support Staff are currently taking part in a coaching programme in line with our collaborative learning approach. We meet every two weeks to discuss and share excellent practice examples and develop strategies.

5.10 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through pupil progress meetings with teaching staff and SEND Review Meetings
- Reviewing the impact of interventions after an allotted time
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using Insight assessment data to carefully measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND. (Sometimes other factors are considered however this is on an individual basis and will be discussed with parents/carers).

Risk assessments are completed where appropriate

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils of SEND are encouraged to attend lunch club (Hillhead) if they require a quiet, smaller environment.
- Pupils with SEND are encouraged to be part of the school council and other clubs and groups.
- SEND pupils are included in the whole curriculum
- The THRIVE approach, Storm Break and My Happy Mind are integral parts of our school and support children's emotional development

We have a zero-tolerance approach to bullying.

5.12 Working with other agencies

The school is actively involved with other agencies and seek out with parents' consent to have these agencies support with their child. The SENDCO will where possible attend meeting with parents or represent the child and parent where necessary.

5.13 Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance.

If necessary, the next contact would be the SENDCO, followed by the Head Teacher.

They will then be referred to the school's complaints policy.

The parents of pupils 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

5.14 Contact details of support services for parents of children with SEND

- **SENDIASS** - www.kids.org.uk/sendias
 - **IPSEA** (Independent Parental Special Education Advice) - <http://www.ipsea.org.uk/>
 - Please also refer to Hampshire County Council's 'Local Offer' website for more information. <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- Contact your family GP
- Contact Special Educational Needs and Disability Information, Advice and Support Service - <https://www.hampshiresendiass.co.uk/>
 - Contact 'Parent Partnership' – www.hants.gov.uk/parentpartnership
 - See SEN publication for parents – www.hant.gov.uk/sen-parentpublications

5.15 The Local Authority Local Offer

Our contribution to the local offer is: available on our school website

Our local authority's local offer is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Gladman **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Admissions
- Intimate Care Policy
- Complaints Policy