

# Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,  
within a positive and considerate community.'*

## Special Educational Needs Policy

September 2025

Agreed by Governors: September 2025

*"Inspiring children to be resilient and aspirational learners, within a positive and considerate community."*

## INTRODUCTION

- The school's SENDCo is Mrs C Perkins, Head of Inclusion. She is supported by a SEND Team which consists of Mrs A Jameson, Deputy Head, and two Assistant SENCOs Mrs Hannan (KS2 and Miss Bloy (EYFS/KS1).
- email: [senco@brunshaw.lancs.sch.uk](mailto:senco@brunshaw.lancs.sch.uk) Telephone number: 01282 423280
- Mrs Perkins completed the National Award for Special Educational Needs in August 2019.

This policy explains how Brunshaw Primary School makes provision for pupils with Special Educational Needs (SEN), in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

### Definition of Special Educational Needs and Disabilities

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 him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher and/or contact the Special Educational Needs Coordinator (SENCO).

The school's contribution to the Local Authority's **Local Offer** ([www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)) is the 'Special Educational Needs Information Report'. This document provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The Special Educational Needs Information Report is available from the school office and the school's website:**

**<https://www.brunshaw.lancs.sch.uk/send/>**

Brunshaw Primary School is a mainstream school with a Local Authority maintained SEND Unit (The Meadows) for up to 16 children. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way

we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Our School Moto is ***"Inspiring children to be resilient and aspirational learners, within a positive and considerate community."***

## **POLICY AIMS**

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain an ethos that encourages curiosity and life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

## **POLICY OBJECTIVES**

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEN gets the support they need;
- Ensure that students with SEN engage in activities alongside those students who do not have SEN;
- Identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents / carers in the education of their child and involve parents /carers and pupils in the review process;
- Produce an annual Special Educational Needs Information Report.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning;

*"Inspiring children to be resilient and aspirational learners, within a positive and considerate community."*

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils and is known as **‘The Graduated Approach’**. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy. The key principles and details are laid out in detail in the Special Educational Needs Information Report.

#### THE GRADUATED APPROACH TO SEN SUPPORT: Assess - Plan - Do - Review

	What	Who	How
<b>ASSESS</b>	Initial Concern	Parents / School	Professional Dialogue, Discussions with Parents, Learning Walks Pupil Progress Meetings
	Classroom adaptations and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom Positioning Organisations Aids (Task Ladder etc) Coloured Overlays Focus Group with CT/TA
	Targeted and time-limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Usually in withdrawal for limited periods Extra Provision is Recorded – this is known as ‘Provision Mapping’
	Further information gathered	Parents / pupil / colleagues / SENCo	Professional Dialogue Discussions with Parents
	Possible further adaptations and/or additional targeted support in class	Class teacher Teaching Assistants SENCo / Inclusion Lead	
	Observation and or additional assessments	SENCo	Examples may include: WellComm, BPVS etc

This process is followed to ensure that any another reason for slower than expected progress has been thoroughly investigated.

	What	Who	Notes
<b>PLAN</b>	Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone call
	Pupil added to SEN register	SENCo	
	SEN Pupil Profile created	Class teacher / Parents / SENCo / Pupil	This is an overview of a pupil’s additional needs
	Individual Education Plan (IEP) written (usually*) with 1, 2 or 3 Specific, Measurable, Attainable, Realistic, Timed (SMART) targets OR	Class teacher with support from SENCo.	Parents are involved throughout the IEP/PPP process. They are encouraged to help pupils to meet their targets

*“Inspiring children to be resilient and aspirational learners, within a positive and considerate community.”*

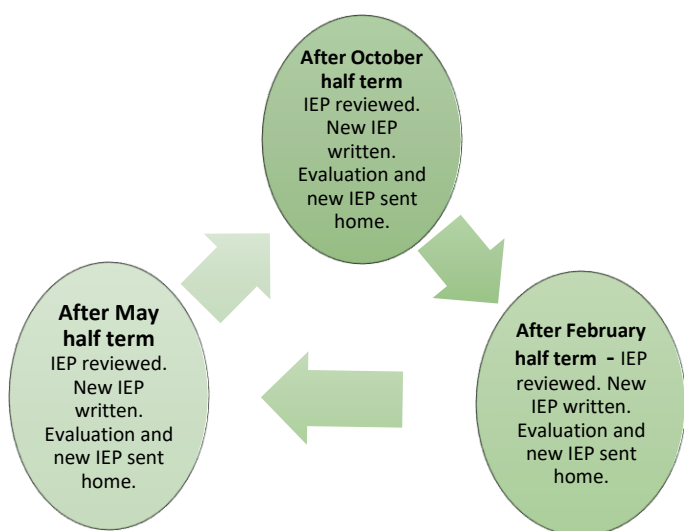
Personalised Provision Plan (PPP) for higher needs children	and are kept informed when targets are met and/or adjusted.
---	---

\* For some children with additional needs, an IEP may not be necessary.

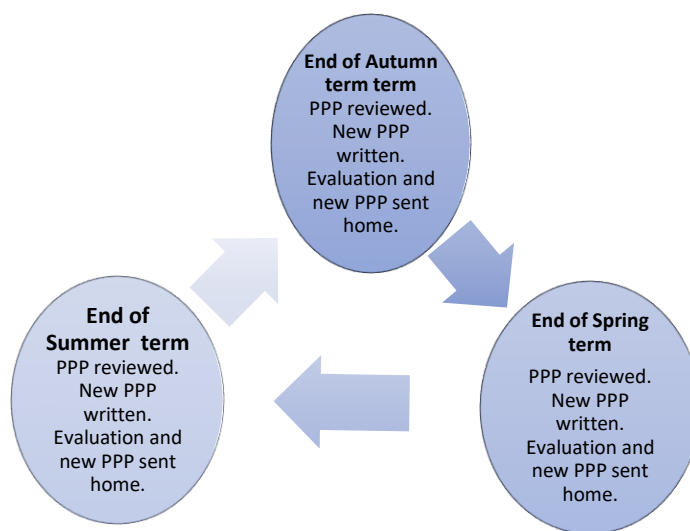
	What	Who	When
DO	1:1 teaching towards IEP targets or Delivery of Personalise Curriculum through PPP	IEPs delivered by TA, supervised by Class Teacher. PPP – all staff	Little and often, as specified on the IEP or PPP delivered throughout the day
	Progress towards IEP targets monitored	TA, supervised by Class Teacher. Pupils are involved in this process	Weekly
	Revision of IEP targets Revision of PPP	Class Teacher	As and when necessary (when targets met or adjusted)
	Teachers and/or Teaching Assistants access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating to a child in their class	Class Teachers (Need identified by CT, SENCo and/or Senior Leadership)	When appropriate

	What	Who	Notes
REVIEW	IEP reviewed 3 times per year (see below). PPP reviewed 3 times per year (see below).	Class teacher (informed by weekly monitoring)	Evaluation of IEPs shared with families and meeting offered by class teacher. Evaluation of PPP shared with parents at a meeting with class teacher.
	SEN Pupil Profile updated annually.	Class teacher / Parents / SENCo / Pupil	Updated in Summer term 2 and reviewed by new teacher in Autumn 1. Significant changes mid-year will also result in an update.

### The IEP Cycle



### The PPP Cycle



*"Inspiring children to be resilient and aspirational learners, within a positive and considerate community."*

	Outcome	Next Steps	Notes
<b>OUTCOMES OF REVIEW</b>	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/ or intervention Removed from SEN register	Professional dialogue between teachers and SENCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New IEP/PPP written Continue with cycle to next review	Evaluation and new IEP/PPP shared with parents
	Progress remains slow / inadequate despite the use of evidence based approaches and well matched interventions.	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals.	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements*. School and parents/carers should consider applying for an EHCP.	Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs which are now obsolete.

At any point in the Review Process, there are several possible outcomes:

### PROVISION AND PROVISION MAPPING

The provision which the school makes is fully detailed in the school's Special Educational Needs Information Report which is available from the school office or on the website.

- Provision for any pupil with an existing Education, Health and Care Plan (EHCP) will be in accordance with their EHCP.
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENCo. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENCo to ensure that the effectiveness and efficiency of provision is maximised.
- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment (EHA) process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:

*"Inspiring children to be resilient and aspirational learners, within a positive and considerate community."*

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

As a result of the EHA process, parents and a multi-agency team may decide that school should apply for an Education, Health and Care Needs Assessment. Further information on this process may be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

### **SUPPORTING PUPILS AND FAMILIES**

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND). This links back to the school's statutory Special Educational Needs Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- To support families and pupils, we have a dedicated SEND section on our website which can be found by hovering over 'Important Information' in the top tab bar;
- Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEN and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEN, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;
- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.
- Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Provision will be made for these pupils in accordance with their EHCP.

*"Inspiring children to be resilient and aspirational learners, within a positive and considerate community."*

- The school's policy for supporting pupils with medical conditions can be obtained from the school office and there are further details in the Special Educational Needs Information Report.

### **CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY**

- Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

### **MONITORING AND EVALUATION OF SEND**

- The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND;
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above);
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
- The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision;
- SEN Governor will arrange to meet with the SENCo once per term and they jointly produce a report on the quality and effectiveness of SEND provision;
- As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

### **TRAINING AND RESOURCES**

- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher and SENCo;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget;
- The SENCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCo advises as necessary;

- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENCo or by specialist services working with particular pupils;
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEN;
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils;
- The school's SENCo regularly attends the Local Authority's SENCo Cluster meetings in order to keep up to date with local and national updates in SEN;

### **ROLES AND RESPONSIBILITIES**

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEN;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Individual Education Plans (IEPs) / Personalised Provision Plans (PPPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IEP and focused in-class support whilst encouraging independence;

### **STORING AND MANAGING INFORMATION**

- Documents relating to children with SEND are stored in a locked cupboard in school. Some documents, such as IEPs/PPPs are held on the school's server in an area which can only be accessed by teachers. Records relating to children who have left are passed to the new school as soon as is practical and copies archived.

### **REVIEWING THE POLICY**

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:
  - The progress made by students with SEND at the school;
  - The success of the school at including students with SEND;
  - Any recommendations from Ofsted or the LA about improving practice;

*"Inspiring children to be resilient and aspirational learners, within a positive and considerate community."*

- Any factual changes, such as names of personnel.

### **ACCESSIBILITY**

- The school's accessibility plan is available from the school office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's Special Educational Needs Information Report;
- School operates an Open Door policy so parents can contact class teachers and/or teaching assistants throughout the school day. Appointments with the Headteacher and/or SENCo can be made via the school office.

### **DEALING WITH COMPLAINTS**

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should:
  - a) Firstly, contact the class teacher via the school office;
  - b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the SENCo and/or Headteacher via the school office;
  - c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

### **BULLYING**

- The school's Anti-Bullying Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the Local Offer.

Signed: Mrs Gina Smith (Headteacher)

Date: September 2025

Signed: Mr Adrian Herbert (Chair of Governors)

Date: September 2025

## Appendix

### List of personnel involved in SEND issues

<b>NAME</b>	<b>POSITION</b>
Mrs G. Smith	Headteacher
Mrs A. Jameson	Deputy Headteacher
Mrs C. Perkins	Head of Inclusion and SENCo
Mr A. Herbert	SEND Governor
Mr A. Herbert	Chair of Governors
Mrs G. Smith	Assessment Co-ordinator
Mrs C. McGuigan	Managing Medical Needs Responsibility
Mrs G. Smith	Designated Teacher with Specific Safeguarding Responsibility
Mrs A. Jameson	Managing PPG/CLA funding Responsibility

**Reviewed: September 2025**  
**Next review: July 2026**