BRETHERTON ENDOWED CE PRIMARY SCHOOL
Special Educational Needs Policy

"Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love."

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Special Educational Needs and Disabilities (SEND) Policy.

Bretherton Endowed CE Primary School

Policy Information

Title	SEND Policy
Reviewed By	Governing Board
Review Frequency	Annually
SENDCO	Vanessa Glew
Headteacher	Jayne Clarke
SEND Governor	Pam Aspden
Next Review Date	October 2027

1. Our Vision and Values

At Bretherton Endowed CE Primary School, we believe that every child is uniquely created in the image of God and deserves dignity, belonging and opportunity.

As a caring Christian community, we are committed to ensuring that every child feels known, valued and supported. We celebrate the strengths, talents and individuality of all pupils and recognise that some children may require additional support to thrive within school.

We are committed to creating an inclusive environment where all pupils can flourish academically, socially, emotionally and spiritually. Through strong partnerships with families, staff and external professionals, we seek to remove barriers to learning and ensure every child experiences success.

We aim to:

- Maintain high expectations for all pupils.
- Identify needs as early as possible.
- Promote independence, confidence and resilience.
- Foster a culture of belonging and inclusion.
- Work in partnership with families.
- Ensure pupils with SEND participate fully in school life.
- Continually review and improve the quality of SEND provision.

2. Legislative Framework

This policy has been developed in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- The Teachers' Standards

This policy should be read alongside the school's:

- SEND Information Report
- Accessibility Plan
- Equality Policy
- Attendance Policy
- Behaviour Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Policy

3. What is SEND?

A child has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them.

Special educational provision is provision that is additional to or different from that generally available to children of the same age.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Children may experience difficulties with:

- Understanding language
- Expressing themselves
- Communication skills
- Social interaction

Examples may include:

- Speech and language difficulties
- Autism Spectrum Condition (ASC)

Cognition and Learning

Children may experience difficulties with:

- Acquiring skills and knowledge
- Memory and processing
- Reading, writing or mathematics

Examples may include:

- Dyslexia
- Dyscalculia
- General learning difficulties

Social, Emotional and Mental Health (SEMH)

Children may require support with:

- Emotional regulation
- Anxiety
- Relationships
- Self-esteem
- Mental health and wellbeing

Sensory and/or Physical Needs

Children may require support relating to:

- Hearing
- Vision
- Physical development
- Medical or sensory needs

Many pupils present with needs across more than one area.

4. Inclusion at Bretherton

Inclusion is at the heart of everything we do.

We believe that all children should have opportunities to learn, achieve and participate alongside their peers.

Every teacher is a teacher of pupils with SEND and every member of staff shares responsibility for supporting children with additional needs.

We seek to:

- Remove barriers to learning.
- Promote positive relationships.
- Encourage participation and independence.
- Celebrate diversity.
- Value every child's contribution to school life.

We do not define children by their difficulties. Instead, we focus on understanding strengths, identifying barriers and providing support that enables children to flourish.

5. Ordinarily Available Provision and Adaptive Teaching

At Bretherton Endowed CE Primary School, high-quality adaptive teaching is the first response to need.

We follow the principles of Lancashire's Ordinarily Available Provision and the Lancashire Inclusion Toolkit by ensuring that many children can access learning successfully through effective classroom practice before more specialist provision is considered.

Examples of ordinarily available provision may include:

- Adaptive teaching approaches
- Visual timetables
- Scaffolded resources
- Additional processing time
- Alternative methods of recording
- Structured classroom routines
- Vocabulary pre-teaching
- Flexible grouping arrangements
- Environmental adaptations
- Strategies to support attention and organisation

These approaches form part of good teaching and benefit many learners.

6. How Do We Identify SEND?

Early identification enables children to receive support as soon as possible.

Concerns about a child's progress or development may be raised by:

- Parents or carers
- Class teachers
- Teaching assistants
- Previous schools or settings
- Health professionals
- The child themselves

Information may be gathered through:

- Teacher observations
- Assessment information
- Progress data
- Discussions with families
- Pupil voice
- Health information
- Advice from professionals

Parents are involved throughout the process and their knowledge of their child is highly valued.

7. The Graduated Approach

When a child requires support that is additional to or different from that normally available within the classroom, the school follows a structured process known as the Graduated Approach.

This approach helps us understand needs, plan effective support and evaluate whether interventions are having a positive impact.

Assess

Information is gathered from a variety of sources to develop a full understanding of the child's strengths, interests, needs and barriers to learning.

Information may include:

- Teacher assessments and observations
- Progress information
- Discussions with parents and carers
- Pupil voice
- Information from previous schools
- Screening and assessment tools
- Advice from external professionals

Plan

The school works collaboratively with parents, carers and, where appropriate, the pupil, to agree:

- Desired outcomes
- Strategies and adjustments
- Additional provision required
- Responsibilities of those involved
- Timescales for review

Do

Provision is delivered by teachers and support staff.

Support may include:

- Adaptive teaching approaches
- Targeted intervention programmes
- Small group work
- Social and emotional support
- Specialist resources
- Additional adult support
- Assistive technology

The class teacher remains responsible for the child's learning and progress.

Review

Support is reviewed regularly to evaluate progress and impact.

Parents are involved in discussions about:

- Progress towards outcomes
- The effectiveness of support
- Any continuing concerns
- Future provision arrangements

Support may continue, be adapted or be reduced according to its effectiveness.

8. What Support Might My Child Receive?

The level of support provided is dependent upon individual need.

Support may include:

Universal Support

Available through high-quality classroom practice, including adaptive teaching and reasonable adjustments.

Targeted Support

Additional support such as:

- Small group interventions
- Reading support
- Precision teaching
- Social skills groups
- Emotional wellbeing support

Specialist Support

Support informed by external professionals such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers

9. Partnership with Families

At Bretherton Endowed CE Primary School, we believe that parents and carers know their children best and play a vital role in helping the school understand and meet their needs.
Strong partnerships between home and school contribute significantly to positive outcomes for children with SEND.

We are committed to:

- Listening carefully to parental views and concerns
- Sharing information openly and honestly
- Providing regular opportunities for discussion
- Celebrating achievements and progress
- Involving families in planning and reviewing support
- Signposting families to additional support where appropriate

Communication may take place through:

- Informal conversations
- Telephone calls
- Parent consultations
- SEND review meetings
- Written reports
- Meetings involving external professionals

We recognise that navigating SEND can sometimes feel complex and overwhelming and aim to ensure families feel informed, supported and valued throughout their child's journey.

10. Pupil Voice

We believe children should be active participants in decisions about their education.

Pupils may contribute through:

- Informal discussions
- SEND review meetings
- One-page profiles
- Questionnaires
- Target-setting conversations

We encourage pupils to:

- Recognise their strengths
- Understand their needs
- Develop self-advocacy skills
- Share their aspirations

11. Education, Health and Care Plans (EHCPs)

Most children with SEND have their needs met through high-quality teaching and SEND Support.

However, some children may require support beyond that which can reasonably be provided through the school's resources.

In these circumstances, the school may discuss with parents whether an Education, Health and Care Needs Assessment should be requested.

What is an EHCP?

An Education, Health and Care Plan (EHCP) is a legal document which:

- Describes a child's strengths and needs
- Identifies desired outcomes
- Details required provision
- Clarifies responsibilities of services involved

The decision to issue an EHCP rests with the Local Authority.

Annual Reviews

Every EHCP must be reviewed at least annually.
Annual Reviews provide an opportunity to:

- Celebrate achievements
- Review progress
- Consider changing needs
- Evaluate provision
- Plan future support

Parents and pupils are central to this process.

12. Social, Emotional and Mental Health

Children cannot learn effectively unless they feel safe, secure and supported.
Support may include:

- Pastoral support
- Nurture approaches
- Emotional literacy programmes
- Mentoring
- Check-in systems
- Small group interventions

We seek to create a culture where children feel listened to, respected and supported.

13. Attendance and SEND

Regular attendance is essential for children's success. We recognise that children with SEND may face additional barriers to attendance. Where attendance concerns arise, we work with families to identify and address barriers.

Support may include:

- Individual attendance plans
- Adjusted transition arrangements
- Multi-agency working
- Pastoral support
- Environmental adaptations

14. Multiple Vulnerabilities

Some children experience additional challenges alongside SEND.
Provision planning may consider:

- Pupil Premium eligibility
- Mental health needs
- Attendance concerns
- Young carer responsibilities
- Social care involvement
- Looked After status
- Previously Looked After status

We seek to understand the whole child and provide coordinated support.

15. Working with External Agencies

Partnership working is fundamental to effective SEND provision.

Educational Psychology Service
Educational Psychologists help schools understand barriers to learning and identify effective support strategies.

Speech and Language Therapy
Therapists provide advice regarding communication, language and social interaction.

Occupational Therapy
Occupational Therapists support motor development, sensory processing and independence.

Health Professionals
The school may work with:

- School Nurses
- Paediatricians
- CAMHS
- Physiotherapists

Lancashire Specialist Teaching Service
The Specialist Teaching Service provides advice and support to help schools meet the needs of pupils with SEND.
Parents are informed whenever specialist advice is sought.

16. Assistive Technology
Technology can improve access, participation and independence.
Support may include:

- Reading pens
- Speech-to-text software
- Word prediction software
- Tablets and Chromebooks
- Accessibility tools

Technology is selected according to individual need and reviewed regularly.

17. Monitoring and Evaluating Impact
The purpose of SEND provision is to improve outcomes, independence and wellbeing.
We evaluate provision through:

- Progress information
- Assessment outcomes
- Attendance data
- Classroom observations
- Pupil voice
- Parent feedback
- SEND review meetings
- Professional advice

We regularly ask:

- Is the child making progress?
- Are barriers to learning reducing?
- Is wellbeing improving?
- Is independence increasing?

Provision may be continued, adapted or discontinued based on its impact.

18. Supporting Transition

Transitions are important milestones and can be particularly significant for pupils with SEND.

Between Year Groups

The school ensures information is shared effectively between staff and additional support may include:

- Transition meetings
- Additional visits
- Social stories
- Visual supports

Transition to High School

Support may include:

- Enhanced visits
- Meetings with families
- Sharing SEND records
- Joint planning with receiving schools

In-Year Transfers

Where pupils join or leave school during the year, staff work closely with families and settings to ensure a smooth transition.

19. Who Should I Contact?

If you have concerns about your child's learning, wellbeing or development, please speak to:

1. Your child's Class Teacher
2. The SENDCO
3. The Headteacher

We welcome early conversations and encourage families to contact us whenever they have concerns.

20. Roles and Responsibilities

Governing Board

The Governing Board ensures the school fulfils its statutory duties regarding SEND.

Headteacher

The Headteacher has overall responsibility for SEND provision.

SENDCO
The SENDCO:

- Coordinates provision
- Supports staff
- Liaises with parents
- Works with external agencies
- Monitors progress and provision

Class Teachers
Class teachers remain responsible for the progress and wellbeing of all pupils in their class.

21. Complaints
We aim to resolve concerns through positive communication and partnership working.

Parents are encouraged to discuss concerns initially with:

1. Class Teacher
2. SENDCo
3. Headteacher

If concerns remain unresolved, parents may follow the school's Complaints Policy.