

BROADWINDSOR CE VC PRIMARY SCHOOL

SEN and Disability Policy

February 2025 (Review Spring 2026)



COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

It links with the School offer on the link below:

<https://broadwindsor.dorset.sch.uk/send-special-educational-needs-information%ef%bf%bc/>

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head teacher has overall responsibility for Special Educational Needs and Disability in Broadwindsor C.E. V.C. Primary school

The designated teacher responsible for coordinating SEND provision for children/young people is: Emma Killick.

The person co-ordinating the day to day SEND provision for children/young people at Broadwindsor Primary School is: Emma Killick.

The Governor with oversight of the arrangements for SEN and disability is: Ros Carter-Jones

Our Vision: *“Taking the extra step in learning, kindness and ambition for ourselves, others and our World.”*

Our vision is inspired by the Story of the Tenth man – can we be like the tenth man and take the ‘extra step’ for others and our World.

Luke 17: 18-19 New Revised Standard Version (NRSV) – The Story of the Tenth Man

Jesus said, ‘There were ten men who were healed, where are the other nine? Why is this foreigner the only who came back to give thanks to God?’ And Jesus said to him, ‘Get up and go; your faith has made you well.’

Through the Autumn Term of 2023, children, governors, teachers and parents all reflected on which Christian values would be important to us’, as we move forward together as a Christian School Community, to focus on, strengthen and build upon. Together we chose:

Courage, Creativity, Kindness, Perseverance and Responsibility

AIMS AND OBJECTIVES

Broadwindsor Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all [children] achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that helps them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs and Disability Co-ordinator (SENCo) who will work within the bounds of the SEND Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Broadwindsor Primary school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.

The SENCo is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day to day operation of the special educational needs policy.
- Advising on the graduated approach to providing SEND support.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals.
- Being the key point of contact with external agencies, especially the local authority and its support services.

- Liaising, in conjunction with class teachers, with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Head teacher, to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Working alongside staff in assessing children's needs and ensuring that children make progress.
- Contributing to the in-service training of staff.
- Liaising with parents of children with special educational needs.
- Monitoring of expertise and training needs within the school and where a need is identified, the SENCo and Head teacher will find training or support.

WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEN) OR A DISABILITY?

At Broadwindsor Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting. Disability: many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '.... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

ADMISSION ARRANGEMENTS

Broadwindsor Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Broadwindsor Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Broadwindsor Primary school liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in June 2018 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and school's advice– (June 2018)'. We comply with the requirement to support children with disability as defined by the Act.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children

with SEND are supported in the curriculum and around the school (SEND Information Report). We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer> using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- I. **Communication and Interaction** (can include: Speech Language and Communication Needs (SLCN))
- II. **Cognition and learning** (can include: Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD))
- III. **Social, emotional and mental health difficulties** (SEMD)
- IV. **Sensory and/or physical needs** (can include: Visual Impairment (VI), Hearing Impairment (HI) or Physical Difficulty (PD))

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Broadwindsor Primary school staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Assessments and observations carried out by teaching staff
- Review of pupil progress towards national expectations
- Meeting with parents to gather their views
- Gathering the views of children
- Assessment and observations carried out by the school SENCo
- Review of progress towards SEN targets
- Assessment and advice from external professionals including the Educational Psychologist, Specialist teachers and Speech and Language Therapist
- Advice and guidance from medical professionals

If parents are concerned that their child may have SEN we encourage them to discuss their concerns with their child's class teacher.

Learning needs are managed either by using 'SEN support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly

review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision is recorded in the school records and the [child's] parents / carers **must** be informed that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

School staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Other influences upon progress include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Children who move schools frequently
- Behaviour where there is no underlying SEND

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, Broadwindsor Primary School adopts a process of "Assess, Plan, Do, Review".

Assess	The class teacher and SENCO carry out an analysis of pupils needs, drawing upon teacher assessment, previous progress and attainment and information from parents and the child. Assessments are reviewed regularly to ensure provision matches a child's needs.
Plan	An Additional SEND Plan will be created for the child, with input from various others; this could include parents, the child themselves, the class teacher, SENCO and support staff who work with the child. The child's name is recorded on the school's SEND Register as needing 'SEND Support' and the parents / carers are informed that special educational provision is being made.
Do	The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant, cover supervisor or external professional works with the pupil either 1:1 or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention, supported by the SENCO.
Review	At the pupil progress review meeting, to which the parents and child are invited, the class teacher has core responsibility for evidencing progress towards the targets or outcomes described in the plan (Support staff delivering interventions will provide information which will help to inform the class teacher's judgement)

	The impact of targeted provision as well as an evaluation of the successes of teaching and learning in class is assessed. This evaluation feeds back into the analysis of the pupils needs. Additional SEND Plans are 'living records' detailing identified needs of the child, how to remove key barriers to learning effectively, and the clear outcomes to be achieved. The time frame to achieve the agreed outcomes can be anywhere from a term to four to five months and so Additional SEND Plans are written and reviewed at least biannually. Additional support or a change in provision may be the result of a review.
--	---

This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

When a child is identified as having SEND, a SEND support plan is drawn up by the class teacher and SENCO in consultation with the child and their parents and where appropriate outside professionals. The plan sets out long and short term outcomes for the child and the provision that will be put in place to support the child to meet the outcomes. The level of provision is determined by the child's needs. Children with a higher level of need will receive more support.

The support for children with SEND is reviewed three times a year in consultation with parents and children. The review will identify the progress that has been made towards the outcomes and how effective the provision has been in supporting the child to achieve the outcomes.

Class teachers are responsible for monitoring the progress towards the outcomes described in the plan.

The SENCo is responsible for keeping reviews up to date and managing the school's graduated response to SEND.

In the event that a child fails to make sufficient progress the level of provision for the child will be increased. This could mean an increase in support within the school and/or the involvement of external health and educational professionals. If the school is considering requesting the involvement of specialist services then the views of parents will be sought and a joint decision will be taken on whether the involvement of specialist services is appropriate.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Provision is monitored and evaluated by the SENCo and Head teacher.

The impact of the interventions that the school runs to support our SEND children are evaluated by looking at the progress that the SEND children have made at Pupil Progress Review meetings.

Evidence of progress and attainment can be taken from a variety of sources, such as observations, work scrutiny, teacher assessed work and more formal testing. Improvements on previous rates of learning and a narrowing gap between the child with SEND and all pupils will be

evaluated, as well as the child achieving agreed targets and their wider development. Parents and the child themselves will be meaningfully engaged in the review of the SEND provision and its impact. The evaluation will inform the ongoing analysis of the pupil's needs and any necessary changes to the support in the next cycle of 'Plan Do Review.'

The SEND Governor meets termly with the SENCO to discuss provision which is then fed back to the Full Governing Body.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children, it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Broadwindsor Primary school will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014 updated August 2017*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Broadwindsor Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Broadwindsor Primary School policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

Broadwindsor Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

The school liaises with local early years settings to ensure that children with SEND who are starting at our school have the provision they need in place as soon as they start school.

The school works closely with local secondary schools to ensure that children with SEND have a successful transition to their next phase of education.

Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENCo will provide information on specific needs for new staff.

The SENCo will attend SENCo network meetings if possible and the Dorset Inclusion briefings for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

Broadwindsor Primary School presents its SEN information in three ways:

- I. by information placed on the school website including the SEND information report on the school website
- II. by following the link from the school website to the local authority's Local Offer website
- III. through information contained in this policy which is also published on the school website.

Other policies of interest on the website include:

- Supporting children at school with medical conditions
- Accessibility Plan
- Equality information
- School admissions information
- Safeguarding
- Anti-bullying
- Data protection

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Broadwindsor Primary School publishes its Accessibility Plan on the school website - <https://broadwindsor.dorset.sch.uk/download/accessibility-policy/>

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo.

A copy of the complaints policy is available on the school website. -

<https://broadwindsor.dorset.sch.uk/download/complaints-procedure-policy-march-2023/>

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by the Full Governing Body. The views of all stakeholders will be sought. They will consider the best options for involving our parents/carers and our pupils in the review process.