

Brooklands Primary School

Special Educational Needs

Policy



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Policy statement

The Governing Body is required to publish a Special Educational Needs Policy. This policy complies with the requirements of the Education Acts 1981, 1993 and 1996 and the Special Educational Needs Code of Practice 2014. The document is available for inspection by teachers, parents, the Local Authority and other interested parties and is updated annually. If any changes are made to SEND provision during the course of the year, information will be updated as soon as possible.

“Brooklands aims to make a difference by working in partnership with families and the community to cultivate a love of life and learning in all our children.”

At Brooklands we endeavour to be a school in which people feel valued and where there is respect and consideration for the feelings and opinions of others. We strive to provide the best possible education for all pupils, whatever their talents or abilities, within a framework of equal opportunities.

We trust, as a result, that pupils will gain the right foundation to pursue a satisfying career in adult life, be self-reliant, develop a sense of resilience, and have the compassion to help others and the strength of character to support fairness.

Provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of children with SEND and high-quality teaching is key.

The SEND team within the school (contact via school office)

- The Headteacher: Miss Christine Davy
- The Special Educational Needs Coordinator (SENDCo): Mr Mike Waddell
- The SEND Governor: Hayley Aherne
- Every teacher is responsible for the learning, progress, and development of pupils with SEND, ensuring inclusive education within their classroom. Please speak to your child's class teacher in the first instance as they know your child best and can put into place initial reasonable adjustments within the classroom.

Definition, aims and objectives

Definition

A child has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a child has a significantly greater difficulty in learning than the majority of children of the same age, or a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the Local Authority other than special schools in the area.

Aims of Special Educational Needs Provision

At Brooklands we believe that each child has individual and unique needs. However, some children require more support than others that goes beyond the universal offer. If these children are to achieve their full potential, we must identify their needs and plan accordingly. In particular, we aim:

- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that demonstrates coherence and progression in learning.
- To give children with special educational needs equal opportunities to take part in all aspects of the school's provision.
- To involve parents, carers and children themselves in planning and supporting at all stages of the child's development.
- To ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.

Objectives

- To work within the guidance provided in the SEND Code of Practice, 2014.
- To ensure that high quality teaching, scaffolded to support individual pupils as needed, is embedded in every class.
- To ensure that all children, including those with SEND, have access to a broad, balanced and relevant curriculum.
- To identify and provide for pupils who have special educational needs and additional needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo).
- To ensure all staff play a part in identification and provision for pupils with special educational needs.
- To provide support, advice and training for all staff working with special educational needs pupils.
- To involve and collaborate with outside specialist agencies, when deemed to be necessary.
- To develop an effective parent partnership in supporting the child at home and at school.

Our universal, targeted, specialist and statutory SEND offer

Parents often want to know what support is available now, what happens if their child needs more help, and how long each step may take. The table below explains the graduated offer in parent-friendly language. A child does not need a diagnosis, an Education, Health and Care Plan (EHCP), or placement on the SEND register before reasonable adjustments or targeted support can be put in place.

Level of support	What this means	Examples parents may see	Review point
Universal support	Support available to all pupils through high-quality teaching, inclusive routines and reasonable adjustments.	Scaffolds, visual timetables, word banks, seating changes, chunked instructions, adapted resources, check-ins, regulation routines, sensory breaks, and behaviour/wellbeing support, speech and language support.	Reviewed through normal class assessment, pupil progress meetings and ongoing teacher monitoring.
Targeted support	Extra short-term or planned support for pupils who need more than the universal offer.	Phonics catch-up, reading fluency, precision spelling, maths gap support, speech and language support and advice, Lego therapy, Gym Trail, social skills, ELSA and other planned interventions.	Reviewed termly as part of the termly Assess-Plan-Do-Review cycle.
Specialist support	Support informed by, or involving, external professionals where school-based assessment suggests this is needed.	Educational Psychology, More specialist Speech and Language Therapy, Occupational Therapy, Suffolk Specialist Education Services, school medical services, Mental Health Support Team, CAMHS, support for hearing or visual impairment, and other agencies as appropriate.	Timescales depend on the external agency. School will keep parents updated at agreed points.
Statutory support / EHCP	For children whose needs may require provision beyond what the school can ordinarily provide through SEN support.	EHC needs assessment request, evidence gathering, possible EHC plan and provision set out by the Local Authority.	Local Authority statutory timescales apply. See the EHCP section below.

Identifying Special Educational Needs

We assess each pupil's current skills and levels of attainment on entry, taking into account information from previous settings and home. We will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. High quality teaching, scaffolded for individual pupils as needed, is the first step in responding to pupils who have or may have SEND.

Initially, a concern may be raised by a parent or identified by a pupil's class teacher. The SENDCo will be notified and monitoring and/or actions will then be put into place by the class teacher. These actions will normally be reviewed after approximately 6 teaching weeks, unless the concern is urgent or safeguarding/medical factors require a quicker

response. Pupils will then either return to universal support, continue with class teacher actions where progress is improving, or be reviewed by the SENDCo if there are still concerns about progress.

Children are only identified as having SEN if they do not make adequate progress with appropriate intervention, reasonable adjustments and high-quality personalised teaching in place. The SEND register is used to record children who require provision that is additional to, or different from, the universal offer. A child can receive reasonable adjustments and targeted support before being placed on the SEND register.

The SEND Code of Practice (2014) describes adequate progress as progress which:

- is similar to that of children of the same age who had the same starting point;
- matches or improves on the pupil's previous rate of progress;
- allows the attainment gap to close between the pupil and children of the same age.

Identified children will have needs and requirements that may fall into at least one of the four broad areas defined by the SEND Code of Practice 2014:

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

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for. Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress.

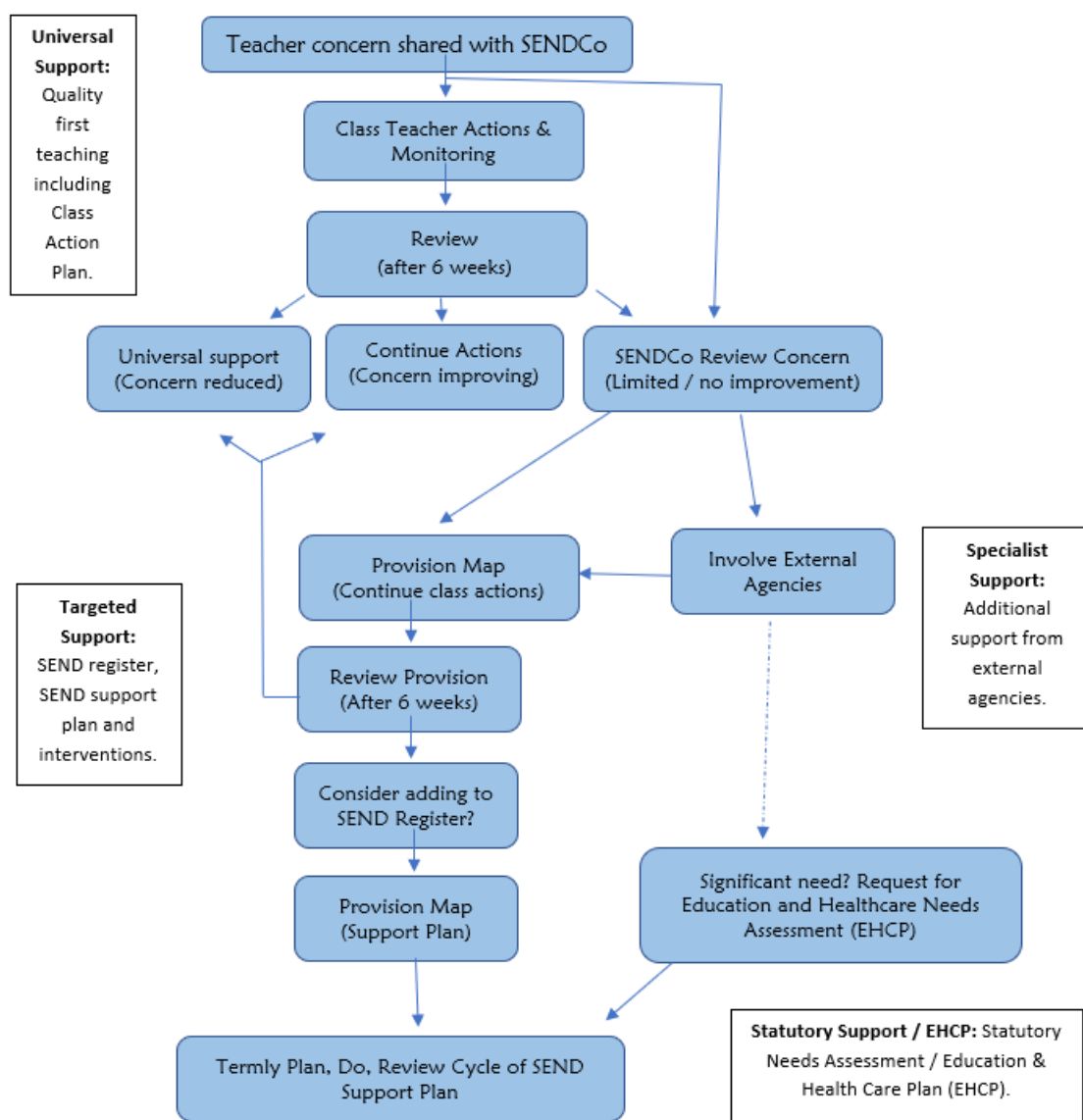
The school will keep records of pupils who are currently receiving SEND support or who have previously received support.

A Graduated Approach to SEND

The school will take a graduated approach. This means we assess need, plan support, put support in place and review whether the support is helping. This cycle may happen through class-based actions, targeted SEND support, external agency involvement or statutory assessment, depending on the pupil's needs.

Stage	What happens	Who is involved	Typical timescale	Possible next step
1. High quality teaching / universal support	The class teacher uses high-quality teaching, scaffolds and reasonable adjustments. Concerns may be raised by parents or staff.	Class teacher, pupil, parents as needed.	Ongoing.	Concern reduces and universal support continues, or class action is agreed.
2. Class teacher actions and monitoring	Initial actions are agreed and monitored, such as adaptations, short-term intervention or additional assessment.	Class teacher, SENDCo as needed, parents.	Normally reviewed after approximately 6 teaching weeks.	Actions continue if improving, reduce if concern has resolved, or move to SENDCo review if limited/no improvement.
3. SENDCo review / targeted support	SENDCo reviews evidence and may agree additional targeted provision, further assessment or a support plan.	SENDCo, class teacher, parents, pupil where appropriate.	Reviewed after a further period, normally 6 teaching weeks or through the termly Plan-Do-Review cycle.	Consider SEND register, provision map/support plan or external advice.
4. Specialist support / external	Where needed and with parental consent, school seeks advice or assessment from external professionals.	Parents, SENDCo, class teacher and external agency.	School paperwork completed within school-controlled	Review advice and update provision.

Stage	What happens	Who is involved	Typical timescale	Possible next step
agency involvement			timescales; external waiting times vary.	
5. Statutory needs assessment / EHCP	Where needs are significant and long-term, school and/or parents may discuss an EHC needs assessment request.	Parents, SENDCo, class teacher, Local Authority and external professionals.	Local Authority statutory timeline applies.	Local Authority decides whether to assess and whether to issue an EHC plan.



Parent communication and fair timescales

The school will give parents realistic timescales and will be clear about which parts of the process are controlled by school and which parts depend on external agencies or the Local Authority. These timescales are intended to be fair, clear and workable. They may be shortened where a concern is urgent, or adjusted where holidays, pupil absence, staff absence, safeguarding, medical factors or the need to gather evidence make this necessary.

Stage	Brooklands commitment
Parent raises a SEND concern	Acknowledge the concern within 5 school days.
Initial class teacher/SENDCo discussion	Hold or arrange a discussion within 14 school days, unless the matter is urgent.
Initial actions put in place	Agreed actions implemented as soon as possible.
Review of class-based actions	Normally review after approximately 6 teaching weeks.
Decision to move to targeted SEND support	Inform and involve parents before adding a child to the SEND register.
School-agreed referral paperwork	Aim to complete school-agreed referral paperwork within 2-4 weeks of receiving parental consent and all required information, unless a longer evidence-gathering period is agreed.
External agency waiting times	Explain what has been submitted and that waiting times are controlled by the external service, not school. Agree how parents will be updated.
EHCP request submitted by school	Give parents a copy of the submitted paperwork or a summary of the evidence submitted. Explain statutory timescales and how parents can follow up if needed.

SEND register, provision maps and support plans

Where concerns continue, or where a specific difficulty or need is identified, the SENDCo will review the child's needs and provision. At this point, the child may be added to the SEND register and/or the SENDCo may make the decision to involve external agencies in an assessment of the child's needs. Parents will be consulted before a child is added to the SEND register.

This will begin a termly Assess-Plan-Do-Review cycle, involving the child and parents in the creation of a support plan and regular setting of targets, planning of appropriate provision and support both in and out of school, carrying out any intervention as required, and then assessing and reviewing the impact of it. These meetings will be termly and attended by the class teacher, parents and children, as appropriate. The SENDCo may also attend if required.

External agency involvement

It may be appropriate for external agencies to be involved in providing continued support for the child within school. External agency involvement will normally require parental consent. External agency waiting times are outside the school's control, but Brooklands will explain what has been submitted, share relevant school evidence and keep parents updated at agreed points.

External agencies may include:

- Educational Psychology Service
- Speech and Language Therapists
- Suffolk Specialist Education Service
- Occupational and Physiotherapists
- School Medical Services, School Doctor, Nurse or GP
- Paediatricians
- Support for hearing or visually impaired children
- Mental Health Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Others as appropriate

Education, Health and Care needs assessments and EHCPs

In the event of high-level special educational needs, some children may require an application for High Tariff Needs funding and/or an Education, Health and Care needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child and to secure the best possible outcomes for them across education, health and social care. If the school or parent believes the child's SEND may be significant enough to need an EHC plan, a meeting will be arranged with the SENDCo to discuss the application and the evidence required.

If an EHC needs assessment is requested, the Local Authority, not the school, makes the statutory decisions. Parents can also request an EHC needs assessment directly from the Local Authority.

EHCP stage	Parent-friendly explanation
Request made	A parent, young person or school can request an EHC needs assessment.
Decision whether to assess	The Local Authority usually decides within 6 weeks whether to carry out an EHC needs assessment.
Assessment and advice	If the Local Authority agrees to assess, it gathers advice from parents, school and relevant professionals.
Draft EHC plan or decision not to issue	If the Local Authority decides to issue a plan, parents receive a draft and normally have at least 15 days to comment and request a school or setting.
Final EHC plan	Where a plan is issued, the whole process should normally be completed within 20 weeks from the date the assessment request was received.

Funding and personal budgets

Brooklands will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils. Personal budgets are allocated from the Local Authority's high needs funding block; the school will continue to make SEND provision from its own budgets even if a pupil has an EHC plan.

Removal from the SEND register

Some children may require SEN support throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short-term needs.

The SEND register will be regularly reviewed to see whether the provision in place is meeting the needs of the child and whether that provision is still necessary. In the event that a pupil is making progress and is now working within expected levels for a child of that age, or if reports from outside agencies suggest that further support is no longer necessary, the child will be removed from the SEND register and their parents will be informed. They will continue to be monitored and high-quality teaching will meet their individual needs.

Supporting pupils and families

This school is committed to working with parents in the best interests of the child. We do this by:

- keeping parents and carers regularly informed and giving support during assessment and any related decision-making process about SEND provision;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- focusing on the child's strengths as well as areas of additional need;

- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing and reviewing targets for the child.

What parents can expect from us

Parents can expect us to listen to concerns, explain what support is already in place, agree next steps, give realistic timescales, seek consent before external referrals, explain any delays and review whether support is helping. We will be clear when a timescale is controlled by school and when it depends on another service or the Local Authority.

Further information and details on the Local Authority's Local Offer can be found at:

<https://www.suffolklocaloffer.org.uk/>

The school also has a statutory duty to provide a SEND Information Report, which is available on our website.

When transition to a new school is necessary, accompanied visits can be arranged as appropriate. When children move to another school, their records will be transferred to the next school within 7 days of the child ceasing to be registered, and the SENDCo will liaise with their counterpart at the new school if required.

What we ask parents and carers to do

We know that parents and carers know their child best. Working together helps us identify needs early, put the right support in place and review whether that support is making a difference.

What parents/carers are expected to do	Why this helps
Tell school about relevant medical, developmental or family information that may affect their child's learning or wellbeing.	This helps staff understand the whole child and make appropriate adjustments.
Attend meetings and reviews wherever possible, including SEND Support Plan reviews, parent consultations, Team Around the Family meetings or annual reviews for children with EHCPs.	This ensures parents are part of decision-making and that support is reviewed jointly.
Give views honestly and constructively about what is working well, what is difficult and what they feel their child needs next.	This helps school adapt support and set meaningful targets.
Support agreed strategies at home where possible , such as reading practice, speech and language activities, routines, emotional regulation strategies or independence skills.	Children usually make better progress when home and school use consistent approaches.
Return forms, consent slips and requested paperwork promptly , including referral information, medical details or questionnaires from external agencies.	Delays in paperwork can delay referrals, advice or access to external support.
Keep school updated about external appointments, assessments or reports , such as paediatrician, speech and language, occupational therapy, CAMHS or private assessment reports.	This allows school to use professional advice when planning provision.
Help their child attend school regularly and arrive on time , unless absence is unavoidable.	Regular attendance helps children access teaching, intervention and pastoral support.
Use agreed communication routes respectfully , such as email, telephone calls, meetings or home-school communication books where these are in place.	Clear, respectful communication helps concerns be resolved more effectively.
Let school know if circumstances change , including changes at home, health needs, medication, sleep, anxiety, behaviour or family circumstances.	Changes outside school can affect learning, behaviour and emotional wellbeing.

Parents and carers are not expected to diagnose their child or arrange specialist support alone. School will listen to concerns, gather evidence, explain next steps and seek parental consent before making referrals to external agencies. Where parents choose to seek private assessments or advice, we ask that reports are shared with school so that recommendations can be considered alongside school-based evidence and provision.

Where paperwork or consent is needed for a referral, assessment or review, school will explain what is required and the relevant timescale. Parents should return requested information as soon as possible so that referrals and support are not delayed.

Supporting children 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.

Some may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed. For further information please see our policy on Supporting Children with Medical Conditions.

Monitoring and evaluation of SEND

1. Plans for meeting the special educational needs in the school will be reviewed annually.
2. The effectiveness of the SEND provision will be reported to the Governors on at least an annual basis.
3. This policy will be reviewed as part of the Governors' rolling programme and ideally annually.

The success of the school's Special Educational Needs Policy is measured by the quality of education received by individual pupils and the progress made in relation to their difficulties. This is achieved through the review process, reflecting the opinions of staff, pupils and parents. Pupil comments reflecting their coping skills and enjoyment levels are useful indicators of success. Other indicators include improvements in numeracy and literacy skills and attendance rates.

The SENDCo meets regularly with the Headteacher to review the work of the school with regard to special educational needs.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher and SENDCo;
- Analysis of assessment data and pupil tracking;
- The school self-evaluation mechanisms;
- The Governors' Annual Report to Parents, which contains the required information about the implementation and success of the SEND policy;
- Regular SEND reviews, which evaluate the success of this policy and set new targets for development;
- The school's Development Plan, which is used for monitoring provision in the school;
- Frequent meetings of parents and staff, both formal and informal;
- Declining numbers of pupils requiring support as they progress through the school;
- Quality of Ofsted reports.

Training and resources

The SENDCo will ensure that staff, including themselves, keep up-to-date with developments in inclusion and SEND through staff meetings and/or in-service days or CPD opportunities. SEND CPD audits will be carried out to identify training needs across the staff.

Teaching and non-teaching staff may, where possible and appropriate, attend SEND and inclusion training, or visit special schools, or schools with a specific expertise in inclusion. Support and advice will be given to all staff, but particularly Early Career Teachers and other new members of staff.

Roles and responsibilities

The Role of the Governing Body

The school's Governing Body have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Evaluate the systems in place that ensure teachers and staff in relevant supporting functions know the special educational needs of the children in their care and understand how best to provide for them.
- Assess and evaluate the academic and social progress made by children with special educational needs on a regular basis.
- Ensure that a child with Special Educational Needs joins in the activities of the school, together with children who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision that their learning needs call for, and the efficient education of the children with whom they are educated.
- Report to parents on the implementation of the school's policy for children with special educational needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Code of Practice for schools.

The Special Educational Needs Co-ordinator (SENDCo)

Special educational needs at Brooklands are managed by the SENDCo, who is responsible for overseeing the provision for pupils with special needs.

The responsibilities of the SENDCo include:

- Co-ordinating provision for children with special educational needs;
- Overseeing the day-to-day operation of the school's SEND under the direction of the Headteacher;
- Liaising with and advising fellow teachers;
- Liaising with parents of children with special educational needs;
- Liaising with other school SENDCos, County SEND Teams and other external agencies;
- Overseeing assessments carried out by other staff;
- Co-ordinating referrals to external agencies;
- Contributing to the in-service training of staff.

The role of teachers and support staff

Teachers and Teaching Assistants have responsibilities that include:

- Assisting in the identification of children who need specific learning support.
- Carrying out regular assessments under the supervision of the SENDCo.
- Planning appropriate scaffolds and support for children with special needs.
- Planning and carrying out appropriate in-class support, group and individual teaching sessions.
- Completing information for referrals.

All staff, together with the Headteacher, will ensure that careful records are kept.

Curriculum access

All pupils have access to a broad and balanced curriculum at our school. Lessons are planned to challenge all learners at an appropriate level and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to follow the full national curriculum. The school's inclusion policy, curriculum plans and accessibility plan should be read in conjunction with this policy. In line with the school's inclusion policy and equalities policy, every effort will be made to ensure no child will be excluded from participation in extra-curricular activities and school trips and the school will endeavour to make all its facilities accessible to all pupils in line with its accessibility plan.

Dealing with complaints

The school's complaints procedure is outlined in our complaints policy, available from the school office or website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

Links to other policies

This policy should be read in conjunction with the school's anti-bullying, child protection and safeguarding, intimate care, equality, behaviour management, teaching and learning, accessibility, early help and supporting children with medical conditions policies.