



Brenty Primary School  
Special Educational Needs and Disability Policy

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## **1. Rationale**

This policy is written in accordance with the Code of Practice 0-25 (2014), the Children and Families Act (2014), and the Equalities Act (2010). It relates to children with special educational needs and/or a disability (SEN/D).

Brentry Primary School is committed to providing an inclusive, high-quality education to children living in our local area. We believe that all children, including those identified as having special educational needs and/or disabilities, are entitled to a broad and balanced academic and social curriculum, which is accessible to them. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to create a sense of community. We believe that every teacher is a teacher of children with SEND and that high-quality teaching is an essential entitlement for every child, regardless of their individual needs.

## **2. Aims**

At Brentry Primary School, we aim to identify special educational needs and/or disabilities early and plan provision which enables every pupil to achieve to their full potential. We wish to work in partnership with the pupils and their families to ensure the most appropriate outcomes are planned and provided for:

- To ensure the SEN/D Code of Practice 0-25 (2014) is implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and/or disabilities.
- To use the Graduated Approach cycle, to continually 'Assess', 'Plan', 'Do' and 'Review' the progress and needs of all pupils with SEN/D.
- For class teachers to plan the most appropriate provision for every pupil with the support of the SENCo, school support staff, and, where applicable, external agencies.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves (where appropriate) in planning and in any decision-making that affects them.
- To ensure that all our pupils with SEN/D receive inclusive provision which is positively promoted and valued by staff and parents/carers.
- To enable children to move on to new settings as well-equipped as possible with their social, emotional, and mental health, and with the basic skills of literacy and numeracy.

## **3. A Definition of SEN/D**

The Code of Practice (2014) states that:

A child has SEN/D if they have a learning difficulty and/or a disability which calls for special educational provision to be made for//them. At compulsory school age, this means the child has a significantly greater difficulty in learning than the majority of others the same age, or has a disability that prevents or hinders them from making use of the facilities generally provided for others of the same age in mainstream schools.

### **3.1 The Four Main Areas of Need for Children with SEN/D are:**

#### **Communication and Interaction**

- Speech, Language and Communication needs (SLCN)
- Autism Spectrum Condition (ASC)

#### **Cognition and Learning**

- Specific learning difficulties (SpLD), including dyslexia and dyscalculia
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

#### **Social, Emotional and Mental Health difficulties (SEMH)**

- Mental health difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties
- Adverse Childhood Experiences (ACEs)
- Difficulties regulating emotions and behaviour
- Social interaction difficulties
- Emotional-Based School Avoidance (EBSA)

#### **Sensory and/or Physical needs (SP)**

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

**A child may have one primary area of need OR one primary area of need and other secondary areas of need:**

**For example –**

Child A has one primary area of need (eg, Communication & Interaction)

Child B has one primary area of need (eg. SEMH) and a secondary area of need (eg. Cognition and Learning)

**The provision children with SEN/D receive will relate to their primary and/or secondary areas of need.**

## **4. Roles and Responsibilities**

Special Educational Needs Co-ordinator (SENCo) = Claire Ransom

Head Teacher = Geraint Clarke

SEN/D Governor = Samantha Brown

### **4.1 The SENCo will:**

- Manage the day-to-day operation of the SEN/D policy
- Co-ordinate the provision for, and manage the responses to, children's special needs
- Support and advise teachers and support staff
- Maintain the school's SEN/D record
- Analyse data to ensure the most appropriate provision is in place for children with SEN/D
- Contribute to, and manage the records of, all children with SEN/D
- Complete documentation required by external agencies and the Local Authority (LA)
- Act as the link between the SEN/D Team at the Local Authority and external agencies
- Liaise with parents
- Maintain resources and a range of teaching materials to enable appropriate provision to be made.
- Monitor and evaluate SEN/D provision and report to the Governing body

### **4.2 The Head Teacher will:**

- Be responsible for the day-to-day management of all aspects of the school's work regarding SEN/D
- Ensure the correct provision is given to children with SEN/D
- Analyse data to ensure the most appropriate provision is in place for children with SEN/D
- Keep the Governing body fully informed and work closely with the school's SENCo

### **4.3 Governing Body**

The Governing body of the school will, in co-operation with the Head Teacher and SENCo, decide the school's general policy and approach to meeting the needs of children with SEN/D. They will oversee the school's work and provision, and:

- Be involved in developing and monitoring the school's SEN/D policy
- Consider and report on the effectiveness of SEN/D. This will be on an annual basis
- Nominate a Governor to have specific oversight of the school's arrangements and provision for meeting SEN/D
- Ensure that the quality of SEN/D provision is continually monitored

### **4.3 The SEN/D Governor will:**

- Regularly liaise with the SENCo and keep up to date with key legislation and funding allocation
- Foster communication between parents/carers of children with SEN/D and the school
- Attend training in relation to SEN/D
- Review and monitor the effectiveness of SEN/D policy and provision at school.
- Report to the Full Governing Body

#### **4.4 Class Teachers:**

##### **The Code of Practice (2014) states:**

*6.36: Teachers are responsible and accountable for the development and progress of pupils (C of P, 2014)*

*6.52: The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.*

All teachers are teachers of children with SEN/D. They have a key role in ensuring that individual needs are identified and met. They are responsible for the progress, development, and attainment of all SEN/D children in their classes, including where they access support from the SENCo, teaching assistants, and/or external agencies. We consider teaching assistants to be a valuable part of the support for children with SEN/D.

##### **Class teachers will:**

- Implement the SEN/D policy
- Participate in whole school training and CPD opportunities.
- Liaise with the SENCo, parents/carers, staff members and external agencies for pupils with SEN/D
- Use the Assess, Plan, Do, Review Cycle to write, monitor and review Individual Learning Plans, Behaviour Plans, and Support Plans for individual children
- Use appropriate assessments and monitoring tools to ensure early identification of SEN/D pupils
- Maintain accurate records for all children
- Ensure that planning is adapted appropriately for children with SEN/D
- Monitor the quality and effectiveness of interventions used for children in their class.

#### **4.5 Teaching Assistants (TAs) will:**

- Be fully aware of the school's procedures for identifying, assessing, and making provision for pupils with SEN/D
- Be fully aware of the needs of the SEN/D children they work with and keep appropriate monitoring records.
- Work closely with the class teachers and the SENCo to ensure good communication and provide the best provision for children with SEN/D
- Attend appropriate CPD opportunities about SEN/D.

#### **4.6 Other Teaching and Non-Teaching Staff**

Other teaching and non-teaching staff, such as supply teachers, School Meals Supervisory Assistants, and students, will:

- Be advised by the class teacher of appropriate information regarding the needs of individual children
- Be made aware of the school's procedures for identifying, assessing, and making provision for pupils with SEN/D

#### **4.7 Parents and Carers**

Brentry Primary will ensure that all parents/carers are fully informed of any SEN/D their child may have. Partnership with

parents is vital when supporting children with SEN/D. Parents/carers hold key information and play a critical role in their child's education. We actively seek to work with parents and carers and value their contributions.

**We ask parents/carers to:**

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education and provision
- Share any concerns they have about their child's learning and/or provision.
- Be aware of their child's needs and entitlement within the SEN/D framework.
- Have access to information, advice and support from school staff and external agencies
- Have an active role in planning and monitoring SEN/D provision and, where possible, participate in the setting up of learning outcomes and contributing to Individual Learning Plans (ILPs), Support Plans, EHC needs assessments, Annual Reviews and transition processes.

**4.8 The Pupil**

All children (where possible and appropriate) should be involved in decisions about their education. As part of the pupil's SEN/D provision, the school should listen to and adhere to the pupil's voice.

We aim to involve the pupil in understanding their difficulties and what is needed to overcome them. We also encourage the children to make choices about their outcomes, with an adult's support when necessary. All pupils with SEN/D contribute to their termly reviews. The approach used, however, will depend on the needs of each individual.

**We encourage the pupils to:**

- Share their pupil voice about the help that they would like
- Be involved in the planning and monitoring of the SEN/D provision they receive
- Participate in the setting of their learning outcomes and contribute to Individual Learning Plans (ILPs), Support Plans, EHC needs assessments, Annual Reviews, and transition processes.
- Feel confident that they are listened to and their views are respected
- Take responsibility for their own learning

**5. Identification and Assessment Arrangements**

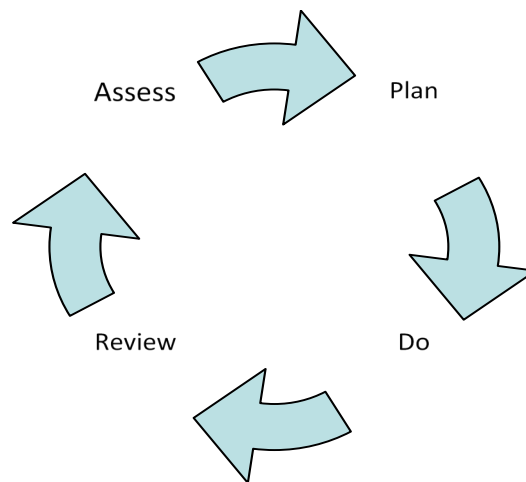
At Brentry Primary, we recognise the importance of early identification of SEN/D. The school regularly tracks pupil progress and attainment of all pupils, including those with SEN/D. The school's process includes reference to:

- EYFS Baseline (for the Foundation Stage)
- Termly assessments, and progress measured in Literacy and Maths
- Progress measured against the pre-KS descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development and use of Boxall and ELSA assessments
- Assessments made by an external agency, such as Educational Psychology, Speech and Language, CAMHS, and Occupational Therapy.
- An existing Support Plan or EHCP (Education, Health and Care Plan)
- Regular tracking of progress towards targets from Individual Education Plan or Support Plan

- Regular tracking of progress towards outcomes on an Education, Health and Care Plan (EHCP)
- Teacher assessment of pupil knowledge
- Gathering family views
- Self-assessment tools to gather pupil views

## 6. SEN/D Provision

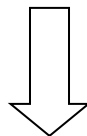
Where a pupil is identified as having SEN/D, action will be taken to remove the barriers to learning. This is explained in our Graduated Approach (see Appendix 1) and outlines the tiers of pupils receive. This is monitored through a cycle known as Assess, Plan, Do and Review.



**1.1 Quality First Teaching** is the first step in responding to pupils who have or may have SEN/D. School staff will use the Ordinarily Available Provision (OAP) framework to plan provision (Appendix 2). This may include adaptations to learning tasks and interventions. For example:

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including when they access support from teaching assistants and/or specialist staff (e.g., in the Nurture Room).

Class teachers continuously use the Assess, Plan, Do, and Review cycle to ensure the needs of individual pupils are being met.



### **1.2 School Support**

Where a pupil has received Quality First Teaching but is still not making the expected progress, the school will hold a meeting with the pupil and their parents/carers to create a Pupil Passport or an Individual Learning Plan (ILP). The pupil may also be placed on the SEN/D register. Whilst a pupil has an ILP (please see Appendix 3), the class teacher and/or SENCo, the pupil (where appropriate), and the parents/carers will meet at least 3 times a year.

### The Individual Learning Plan will:

- Have a One-Page profile celebrating the strengths and qualities of the pupil and outlining what the child would like help with
- Have SMART (Specific, Measurable, Achievable, Realistic, and Time Specific) outcomes. These are agreed by the class teacher, the pupil, and the parent/s or carers
- Identify the responsibilities of the parent/carer, pupil, and school staff to achieve the outcomes both at school and at home
- Be monitored regularly by staff and through pupil voice using the Assess, Plan, Do, Review cycle

Once the personalised targets on an ILP have been actioned and worked upon over a period of time (for example, a term or earlier if the pupil has achieved the outcomes), the class teacher and/or the SENCo will arrange a meeting with the parents/carers to review the progress. The voice of the pupil will also be listened to and acted upon.

Children will be removed from the SEN/D register when they no longer require provision which is 'different from or additional to' children of the same age. This will be discussed with parents. The pupil may continue to receive targeted support through the Ordinarily Available Provision (OAP) if the provision continues to be adapted to meet their needs.



### **1.3 School Support Plus (Involvement from External Agencies)**

Where a pupil continues to make less than expected progress despite the impact of Quality First Teaching and School Support, we will discuss and consider, with parents, the use of specialist external agencies. These include:

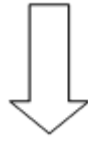
- Bristol Autism Team (BAT)
- North Star (SEMH Outreach Team)
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Sensory Support Service
- Community Paediatrician
- School Nursing Team
- Primary Mental Health Nursing Team
- CAMHS

The external agency will observe and assess the pupil, and provide a report and/or an action plan to the school and parents. In some instances, the external agency may work directly with the child and provide training and guidance to the class teacher and other staff members who work closely with the pupil. A pupil may also have access to our Nurture Room (The Nest).



### **1.4 A Support Plan**

When the provision to meet a pupil's needs becomes more personalised and they require continuous adaptations to access the school day, a Support Plan (**Appendix 4**) is drawn up in collaboration with the SENCO, class teacher, support staff, the pupil, parents/carers, and external agencies.



### **1.5 An Education, Health and Care Needs Assessment (EHCNA)**

If a pupil continues to demonstrate significant cause for concern, the school and parents/carers may consider a request to the Local Authority (LA) for a statutory EHC needs assessment. This is a detailed assessment to identify the child's SEN/D areas of need more precisely and determine whether the child meets the criteria for an Education, Health and Care Plan (EHCP). The SENCo, with the support of the class teacher and the parent/carer, will complete a request for an EHC needs assessment, and this will be submitted to the Local Authority.



### **1.6 An EHCP**

The Local Authority, having made a formal assessment in consultation with parents/carers, external agencies, the school, and health & social care, may decide to issue an EHCP. This is a legal document setting out the pupil's needs and the specialist provisions//they will require. The pupil will receive support based on the short- and long-term outcomes outlined in the plan and may receive high needs funding to support the provision outlined in Section F of the document. The EHCP will be reviewed annually with the SENCo, key members of school staff, parents/carers, and any external specialist agencies. The pupil will also be asked to contribute to and/or attend the annual review.

## **7. Arrangements for Co-ordinating SEN/D Provision**

- A Whole School Provision Map is drawn up to outline how the school allocates the notional SEN/D funding
- The SENCo will meet with each class teacher at least twice a year to update the school's Whole School Provision Map, review Individual Learning Plans, Support Plans, and the Long- and Short-Term Outcomes on EHCPs
- The SENCo will be alerted to newly arising concerns as they happen by the class teacher or a pupil's parent/carer
- Outcomes arising from termly Pupil Progress meetings, annual reviews, and ILP reviews will be used to inform and support whole class approaches to inclusion
- The SENCo will liaise with external agencies to ensure the most effective and appropriate provisions are put in place
- The SENCo will liaise with Case Workers and Senior Inclusion Officers at the Local Authority about the provision for pupils with EHCPs
- The SENCo, together with the Headteacher, Senior Leadership Team (SLT), the SEN/D Governor, and subject leaders,

- monitors the quality and effectiveness of provision for children with SEN/D through observations and learning walks
- Class teachers, the SENCo, parents/carers, and external agencies work collaboratively to inform, review, and plan personalised provision for individuals with SEN/D

## **8. Accessing the Curriculum (Please also refer to the Information Report and Accessibility Plan)**

- The National Curriculum's Programmes of Study are adapted to meet pupils' needs. Pupils will not be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly beneficial to them
- Where a child has a specific learning need or disability, a risk assessment may be drawn up for learning areas around the school in accordance with individual needs. A thorough personalised risk assessment will also be written for school trips and residential camps
- Staff will work inclusively for the children they are supporting
- Schemes of work for each area of the curriculum are in place, and Subject Leaders have clear expectations on how their subjects can be adapted to ensure all pupils are included in lessons
- The school will make every effort to ensure that the extra-curricular activities are inclusive to all.

## **9. Supporting Pupils with Medical Conditions**

- Pupils with medical conditions are fully supported so that they have full access to education, including school trips and physical education
- Pupils with medical conditions may have physical disabilities. Where this is the case, the school will comply with its duties under the Equality Act 2010 and will make reasonable adjustments to ensure that the pupil is not placed at a disadvantage compared to other pupils
- Pupils with medical conditions may also have an EHCP. The EHCP brings together their health and social care needs, as well as their special educational provision
- Please refer to our policy for supporting children with medical conditions.

## **10. Safeguarding Pupils with SEN/D**

Schools have a paramount responsibility to protect and safeguard all children and young people in their care. Due to their needs, many children and young people with SEN/D are at an increased risk of being neglected, abused, bullied and/or exploited (NSPCC, 2021).

### **Safeguarding concerns linked to pupils and the four areas of need:**

- **Communication and Interaction** - speech and language difficulties, non-verbal, or language delay. Difficulties expressing/verbalising disclosures, feelings and emotions

- Cognition and Learning – recognising and understanding what safe and healthy relationships mean for their chronological age, and understanding concepts, language, and online safety at an appropriate level for their age
- Social, Emotional and Mental Health – communicating feelings through challenging or disruptive behaviour or becoming withdrawn and isolated. Difficulties understanding emotions and/or expressing them.
- Physical difficulties - dependent on adults supporting them with their self-care needs, toileting, eating, and movement.

The difficulties pupils experience in primary and/or secondary education demonstrate how they can be vulnerable and at increased risk of harm. Statutory guidance and legislation, including the Children and Families Act (2014), emphasises the need for all people working with children with SEN/D to be alert to the additional risks they may potentially be experiencing or witnessing.

At Brentry Primary School, all members of staff promote a **safe and protective** culture by:

- Having a secure knowledge and understanding of our Safeguarding Policy and Keeping Children Safe in Education
- Knowing how to **Recognise, Respond, Record and Report** concerns
- Being vigilant and knowing not to mistake the indicators of abuse/neglect as signs of the child's SEN/D
- Establishing a welcoming and trusting environment where children feel safe to share their concerns and express their feelings and emotions
- Understanding that a significant change in behaviour could be communicating a cry for help
- Having effective and clear communication with the children, and the children knowing they will be listened to
- Knowing the best ways in which individual pupils, with SEN/D, express their needs and feelings in their preferred method of communication (having a trusted key member of staff, the use of symbols, simplified language, drawings, props, and role play)
- Ensuring all children have access to differentiated and personalised lessons in PSHE and Online Safety which match their language needs and cognitive age and ability
- Building positive and supportive relationships with parents
- Working closely with other agencies eg: Children's Services, School Nursing Team, Behaviour Support (North Star), Sensory team and Health Visitors

**In conjunction with the information above, please refer to our full Safeguarding Policy. This is available on our school website. A paper copy is also available from the school office.**

## **11 SEN/D and Inclusion Training**

- The SENCo has achieved the National Award for Special Educational Needs Co-ordinators (NASENCo)
- The SENCo attends regular SEN/D Cluster Meetings and SEN/D Network Briefings to keep up to date with developments locally and nationally
- The professional development of staff is provided through staff meetings and in-service training days led by the SENCo and specialist external agencies (eg, the Educational Psychology team, BAT (Bristol Autism Team), Sensory Support Team, School Nurse, and CAHMs)
- All staff members have access to professional development opportunities (CPD) and can apply for specific training

where a need is identified either for an individual pupil or at a whole class level

## **12 Admission Arrangements**

Pupils on 'School Support' and 'School Support Plus' are considered for admission to the school on the same basis as their peers. Parents/carers who have a child with an EHCP have the right to tell the Local Authority which school setting they would like their child to attend. The Local Authority will then Consult with the preferred school to ask if they can meet the provision outlined in Section F of the EHCP. Before starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be put in place to meet their identified needs. External agencies may also be invited to attend the meeting.

## **13 Links with other Schools and Key Stage Transfer Arrangements**

- Foundation Stage staff and the SENCo meet with local pre-schools prior to the pupil transferring. Further meetings will be held with the pre-school SENCo and parents/carers to ensure the most appropriate provision continues as the child moves on to Reception
- The SENCo and Year 6 class teacher liaise closely with SENCos of secondary schools. Where required, enhanced transition sessions are planned for pupils in the summer term before the new academic year. All relevant records will be sent to the new setting. When it is appropriate, the SENCo may also arrange a visit to secondary schools with the pupil and their parents/carers
- Class teachers of children joining mid-way through an academic year should receive information from the previous school. If the child has SEN/D, the SENCo will telephone to discuss the individual's needs further.
- If your child has an EHCP, a Key Stage transfer meeting will be held with the parent, pupil, key members of staff, and external agencies to amend the wording in the EHCP, agree on new Long-Term Outcomes, and discuss the most appropriate provision (mainstream, Resource Base, or Specialist provision) for the following Key Stage

## **14 Storing Documents, Reports and Records**

SEN/D documents, reports and records are held by the SENCO electronically or in locked filing cabinets. All historical documentation is stored in a locked cupboard next to the school office. SEN/D files are stored on the top shelf of the class teachers' cupboards. ILPs and monitoring books are used daily. When not in use, they are stored in a secure area in the classroom, accessible only to staff.

The SENCo is responsible for distributing external agency reports. When a child moves to a new school, all documentation is securely transferred through our CPOMS system.

## **15 Support for Parents/Carers**

Please get in touch with your child's class teacher or the SENCo if you would like to discuss any concerns you may have regarding your child's needs. We are very keen to work in partnership with you to ensure the best possible provision for your child. We may also signpost parents/carers to:

<https://www.bristol.gov.uk/bristol-family-hubs>: <https://www.bristol.gov.uk/bristol-family-hubs>

Bristol Parent/Carers: <https://www.bristolparentcarers.org.uk/>

Providing free and impartial information, advice, and support about SEN/D to children, young people, and their parents.

SEN/D & You: <https://www.sendandyou.org.uk/>

Providing information, advice, guidance, and support for pupils and their families in Bristol and South Gloucestershire

FLORA <https://www.bristolparentcarers.org.uk/2021/05/24/flora-brisstols-send-local-offer/>

Providing advice and support to parents/carers

The Bristol Local Offer (<https://www.bristol.gov.uk/web/bristol-local-offer/parents-carers>) is a single place of information about services and support for children and young people from birth to 25 years old who have Special Educational Needs or Disabilities (SEND), and for their families and carers

The School Health Nursing Team (Sirona) <https://sirona-cic.org.uk/children-services/services/school-nursing-service/>

Speech and Language Team (Sirona): <https://sirona-cic.org.uk/children-services/services/early-years-speech-language-therapy/>

The Bristol Autism Team Hotline: <https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers/autism-support/autism-support>

## **16 Parental Complaints Relating to SEN/D**

In keeping with the policy of a home-school partnership, Brentry Primary School encourages open dialogue between teaching staff and parents/carers regarding their child's education and well-being at school. Parents who feel they need to make a complaint about the SEN/D provision their child is receiving should consult the school's Complaints Policy. A copy is available for viewing on the school website.

At any point, the parent/carer may also wish to contact Bristol's Parent/Carers or SEND & You for advice.

The policy will be reviewed annually by the SENCo, Head teacher, and the Governors.

If you would like to ask any questions about this policy and the SEN/D provision at Brentry Primary School, please make an appointment to see Claire Ransom (SENCo), Geraint Clarke (Head Teacher) or Samantha Brown (SEN/D Governor).

### **Appendices:**

Appendix 1: Our Graduated Approach  
Appendix 2: The Ordinarily Available Provision  
Appendix 2: An example of an Individual Learning Plan  
Appendix 3: An example of a Support Plan

Reviewed and updated: November 2025

Agreed by FGB:

