BRICKFIELDS
Multi Academy Trust

The Brickfields Trust

Special Educational Needs & Disability Policy

2026

Lawford Mead Primary & Nursery School

SEND POLICY

Relationship to other policies

- SEND Information Report/Offer
- Teaching and Learning
- EYFS
- Inclusion
- Curriculum
- Equality Scheme
- Pupils with Medical Conditions
- Assessment Recording and Reporting
- Spiritual, Moral, Social & Cultural (SMSC)
- Internet Access & Safety
- Child Protection & Safeguarding
- Accessibility plan

Every learner is entitled to benefit from access to a rich, varied, challenging and inspiring curriculum which takes account of unequal starting points irrespective of gender, ethnic background, age or disability enabling each individual to fulfil his or her full potential to the highest possible standard. *Special educational provision is underpinned by high quality teaching and is compromised by anything less (SEND code of practice 1.24)*

1. **Introduction**

This document is updated in accordance with the Code of Practice 2014, Statutory Guidance on Supporting pupils with medical conditions April 2014 and the SEND and Disability Act 2001.

1.1. Lawford Mead provides a broad and balanced curriculum for all children from Nursery onwards. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular needs and assessment requirements that could create barriers to learning.

1.2. All pupils' requirements are taken into consideration and provision made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Children may have special educational needs either throughout or at any time during their school career.

2. Aims and Objectives

The aims of our policy are:

- To create an inclusive environment that responds early and appropriately to meet the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed quickly and matched by appropriate provision;
- To make clear the expectations of all partners in the process including: Local Authorities, schools, parents, pupils, health and social services and other agencies;
- To ensure that the school uses their 'best endeavours' to secure special educational provision for all children with SEND for whom they are responsible. This means doing everything that could reasonably be expected to meet the SEN of its pupils;
- To ensure that SEND provision is kept under review to assess the impact of interventions for each child, the child's progress and the views of the child, their teachers and their parents;
- To build on the success of each child, exploiting best practice when devising interventions;
- To enable all children to have full access to all elements of school life and to feel secure and know that their contributions are recognised and valued.

3. Educational Inclusion

3.1. Through appropriate curricular provision, we respect the fact that children:

- Have different educational, emotional, behavioural, mental health, physical and sensory needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

3.2. Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning;
- Taking into account the views and wishes of the child and encouraging them to contribute to decisions made about their education where appropriate.

4. The role of the Special Educational Needs & Disability Co-ordinator (SENCo)

4.1. "The SENCo has an important role to play with the Head of School and Governing Body in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team" (Code of Practice 6.87)

4.2. The key responsibilities of the SENCO include (Code of Practice 6.90):

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant designated Teacher where a looked after pupil has SEND
- Advising of the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, others schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority
- Liaising with SLT re SEND issues
- Managing Learning Support Assistants
- Contributing to the in-service training of staff
- Regular meetings with the Head of School to review SEND
- Meetings with the SEND governor
- To participate in SENCo cluster group and update meetings in order to keep informed with current SEND developments

5. The Role of the Trustees & Governors

The Board of Trustees and the Local Governing Committee have important statutory duties towards pupils with SEND.

These include:

- Regular communication between the school's SENCo and the named SEND Governor who takes a particular interest in and monitors the school's work on behalf of the children with SEND.
- Determining, in co-operation with the Head of School, the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work
- Reporting to parents annually on the school's SEND policy including identification, assessment, provision, monitoring and record keeping, use of outside support services and agencies and deciding if there is a need to amend the school's systems
- Ensuring children with special educational needs are admitted to the school in line with the school's agreed admissions policy.

6. The Role of the Head of School

The Head of School has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head of School keeps the trustees and governors fully informed and also works closely with the school's SENCo. The Head of School and the SENCo meet to agree on how to use funds for pupils with SEND.

7. Assessment

In order to help children who have SEND, our school has adopted the graduated response that encompasses an array of strategies as set out in the SEND Code of Practice 2014 and in accordance with Essex County Council guidelines.

In order to identify children with SEND the following criteria can be used:

- Baseline assessments
- Teacher assessment
- Parental concern
- Results of standardised tests, including reading ages and spelling ages
- Referrals from other schools and local health authority
- Child self-assessment
- When a class teacher identifies that a pupil has SEND, the class teacher ensures that the child's needs are provided for as part of the school's usual differentiated curriculum or implements additional interventions.
- The class teacher remains responsible for working with the child on a regular daily basis and for planning and delivering targets from annual reviews and 'One Planning'.

We will *use our 'best endeavours' to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (2014)*

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

8. SEND Support

Children who are identified as having SEND will access help called SEND support, which is known as the 'graduated approach'. Parents/carers will be contacted by the school and a 'One Plan' will be drawn up for the child. The views of parents and professionals will be gathered and included as part of the One Plan.

The four stages of SEND Support are:

- Assess – the child's difficulties must be assessed so that the right support can be provided. This will include advice from other agencies, parent views, professionals (such as teachers and LSAs) who work with the child. This will be reviewed regularly so that the support continues to meet the child's needs. This may mean getting further advice from other professionals such as an educational psychologist or specialist teacher.
- Plan – A plan will be devised outlining the outcomes that need to be achieved in agreement with all parties. A date will be set to review the outcomes.
- Do – The school will implement strategies outlined in the plan. The class teacher remains responsible for working with the child on a daily basis but the SENCo will provide support to track the progress and monitor the effectiveness of the support.
- Review – The support the child receives will be reviewed regularly and then decisions will be made whether or not the strategies are having a positive impact and if any changes need to be changed.

Outcomes should focus on up to three or four key targets. These outcomes and strategies will be:

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

All One Plans will be reviewed termly by the team that work with the child. In addition to this, an annual formal review of education, health and care plans will take place.

9. Education, Health and Care Plans (EHCPs)

The Special Educational Needs of the majority of children should be met effectively within mainstream settings through high quality teaching and SEND school support, without the Local Authority (LA) needing to make a statutory assessment. In a very small number of cases the LA will need to make a statutory assessment of SEND and then consider whether or not to issue an education, health and care plan. Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the child's school and, as appropriate, other agencies as to whether the assessment of the child's special educational needs is necessary and if so, conducting the assessment in close collaboration with parents/carers, schools and other agencies.

A child will be bought to the LA's attention as possibly requiring an assessment through:

- A request for an assessment by the child's school
- A request for an assessment from a parent or carer, or
- A referral by another agency

Having considered evidence the LA may be able to identify immediate remedies that would mean a statutory assessment was not necessary. On the other hand, consideration of all the

evidence may suggest that a statutory assessment would help to fully identify the child's special educational needs. After deciding to make an assessment the LA must seek parental, educational, medical, psychological and social services advice. Having received all the advice, the LA must decide whether it needs to make an EHCP. The plan should specify clearly the provision necessary to meet the needs of the child. It should detail appropriate provision to meet the identified needs.

The school will plan the provision for the child with regard to the recommendations outlined in the EHCP, working towards outcomes as set out in the action plan. Parents/carers will be invited to termly review meetings where a person centred review will take place.

Each year there will be an annual review of the EHCP to which relevant agencies may be invited. Details of progress over the year are recorded and new outcomes set for the coming year.

10. Partnership with parents/carers

All parents/carers of children with SEND are treated as partners. We encourage them to take an active and valued role in their child's education. The school values highly this close partnership and takes account of their concerns and recognises the personal and emotional investment of parents/carers and is aware of their feelings. The school ensures that parents/carers understand procedures, are aware of how to access support in preparing their contributions and are given relevant documents and information. Where a parent has a concern about their child's special educational needs, this should first be communicated to the child's class teacher. If this does not prove satisfactory, the SENCO will instigate further action and report back to both parents and the class teacher. Should this prove unsatisfactory, the head teacher will be informed. They will gather information from all parties involved. If the matter continues to be unresolved the parents are requested to put their concerns in writing and these will be forwarded to the nominated trustee with responsibility for SEND.

11. Record Keeping and Confidentiality Records

Records for pupils with SEND meet the requirements of General Data Protection Regulation (GDPR) Electronic copies of all action plans and documents of a sensitive nature are stored on the school's network drive but can only be accessed by relevant staff. Sensitive documents to be emailed are sent via secure email. Upon a child's transfer for another school, SEND documentation is hand delivered or sent via recorded delivery.

Admission Arrangements – Children with additional educational needs are considered for admission on the same basis as children without those needs. Facilities and modification for pupils with SEN or disabilities are in line with the Equality Act 2010, the Special Educational Needs and Disability Act 2001 and DFES guidance for schools around developing disability access from the SEND Code of Practice 2014.

Designated Person(s)

The Special Educational Needs Co-ordinator (SENCo) is Hayley Chittick.

STATUTORY INSTRUMENTS

2009 No. 1387

EDUCATION, ENGLAND

The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

Made - - - -	*8th June 2009*
Laid before Parliament	*16th June 2009*
Coming into force - -	*1st September 2009*

The Secretary of State for Children, Schools and Families makes the following Regulations in exercise of the powers conferred by sections 317(3B) and 569(4) of the Education Act 1996(**a**).

Citation and commencement

1. These Regulations may be cited as the Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009 and come into force on 1st September 2009.

Amendment of the Education (Special Educational Needs Co-ordinators) (England) Regulations 2008

2.—(1) Regulation 3 of the Education (Special Educational Needs Co-ordinators) (England) Regulations 2008(**b**) is amended as follows.

(2) After paragraph (4), insert—

"(5) Paragraph (6) applies to a person—

(a) who is the SENCO at a relevant school on 1st September 2009, and who on that date has not been the SENCO at that or any other relevant school for a total period of more than twelve months; or

(b) who becomes the SENCO at a relevant school after 1st September 2009, and who has not previously been the SENCO at that or any other relevant school for a total period of more than twelve months.

(6) The trustees and governors of the school must ensure that, if the person is the SENCO at the school at any time after the required date, that person holds the qualification mentioned in paragraph (7).

(7) The qualification referred to in paragraph (6) is the qualification for the time being known as "The National Award for Special Educational Needs Co-ordination".

(8) In paragraph (6), "the required date" means—

(a) 1996 c.56. For the meaning of "prescribed" and "regulations", see section 579(1) of the Act. Subsection (3B) was inserted by section 173 of the Education and Inspections Act 2006 (c.40).
(b) S.I. 2008/2945.

(a) in respect of a person falling within paragraph (5)(a), 1st September 2012, or
(b) in respect of a person falling within paragraph (5)(b), the third anniversary of the date on which that person becomes the SENCO."

Sarah McCarthy-Fry
Parliamentary Under Secretary of State
8th June 2009 Department for Children, Schools and Families

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations amend regulation 3 of the Education (Special Educational Needs Coordinators) (England) Regulations 2008 ("the Principal Regulations").

The amendments affect the designation of a person as the SENCO of a community, foundation and voluntary school or a maintained nursery school in England, where the person is designated as the SENCO on the coming into force of the Principal Regulations on 1 September 2009 but has less than a year's experience of being the SENCO. They also affect the designation of a person who is designated as the SENCO after that date and who does not have at least 12 months previous experience of being a SENCO when the designation is made. As amended, the Principal Regulations require the governing body to ensure that, if the person is designated as the SENCO at any time after "the required date", the person holds the qualification for the time being known as "the National Award for SEND Co-ordination". In the case of persons who are SENCOs on 1st September 2009, "the required date" is 1st September 2012. In any other case it is the third anniversary of the date on which the person is designated as the SENCO.

A full impact assessment of the effect that this instrument will have is available on the Department for Children, Schools and Families consultation website and is annexed to the Explanatory Memorandum which is available alongside the instrument on the OPSI website.

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Appendix 2.

Essex Inclusion Statement

This statement was developed by the Essex SEND Headteacher Roundtable and reflects the partnership working between school leaders from early years, primary, secondary, special schools and academies and the Local Authority in developing a school-led approach to SEND across the system.

We stand for:

- *SEND being positioned at the heart of school leadership and not viewed as the exclusive preserve of the SENCO. We encourage every school to be an inclusive school and to take a whole school approach to inclusion and SEND.*
- Making sure that every child and young person in our schools/academies or settings, whatever their circumstance or ability, has a sense of belonging, feel respected, and is valued for who they are.
- Delivering the right education which supports and develops children so that they become positively participating citizens in society.
- Ensuring we equip children with the skills, knowledge and confidence to enable them move on to the next phase of learning and life with success.
- Understanding that there are different types of provision that a child may need at different points in their lives, but that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.

We recognise:

- That an inclusive approach, including to admission and exclusion, with an appreciation of diversity, individuality and ambition for all to achieve their optimum potential is essential in raising attainment for all.
- That school leaders must be confident that before a decision to exclude is made, that they can show that all reasonable options available to them have been exhausted and that this will lead to improved practice and provision available to meet all needs in the future.
- That collectively we have a responsibility to provide for Essex children whatever their background and current circumstances and ensure that they receive a precise identification of their needs so that high quality teaching leads to positive experiences and outcomes for all.
- That sometimes we may not have the appropriate provision or capacity to meet the needs of all children who want to come to our schools / academies or settings but that we will work together to ensure that this is addressed and leads to better practice in the future.
- That there are currently capacity challenges with our PRU and Alternative Provision settings and our referral systems need to be regularly reviewed and where necessary changed so that they are effective and responsive to local needs.

We strive:

- To ensure that all schools, academies and setting are equally and effectively inclusive.

We commit:

- To challenge and be open to challenge and to show transparency in our thinking and actions, being able to clearly justify evidence-based decisions

- To examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings.
- To agree to work collaboratively with colleagues in schools, the Local Authority, parents and health and social care to create a new way forward to meet the needs of all Essex children.
- To seek and accept any learning, training and development of inclusion for our staff, engage with research and to share our own good practice generously.
- To ensure that we follow not simply the letter of the law but also the spirit of the law so that we all put inclusive values into practice in the decisions we make.