



Bromesberrow St Mary's C of E (VA) Primary School

Special Educational Needs Policy

April 2025

Review April 2026

Our Vision



'Shining Together, we Reach for the Stars'

Bromesberrow St Mary's Church of England Primary School is committed to deliver the highest standards in teaching and learning. Our school vision is 'Shining Together, we Reach for the Stars'. It is our aim that every child is able to flourish and thrive in their learning, growing intellectually, spiritually and morally into successful and resourceful human beings, with the skills and resilience to adapt to an ever-changing world. Nurturing the personal needs alongside the academic ensures that our children continue to progress so well at Bromesberrow. Christian Values and strong community links are embedded throughout our school, creating a friendly and happy environment, with an open and engaging approach.

'Shining Together, we Reach for the Stars'

What does this mean?

Our school provides a broad and balanced curriculum for all children. Some children have individual learning needs, which could create barriers to learning. Teachers are trained to recognise these and make additional provision to support pupils and enable them to participate effectively in the curriculum to make good progress. Should be able to shine and this is what we expect!

Special educational needs may be experienced by an individual either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the needs of individual pupils.

Every Local Authority also has their own 'local offer' of SEND services and support. These are helpful in learning about key services, which are available for young people with SEND.

Gloucestershire: <https://www.gloucestershire.gov.uk/education-and-learning/families-in-partnership-newsletters/families-in-partnership-newsletter-december-2022/support-for-families-with-send-gloucestershire-s-local-offer/>

Herefordshire:

<https://www.herefordshire.gov.uk/localoffer>

Legislation and Guidance

This policy and information report was created and developed by the School Leaders and SENCO, with the support from Primary Quest Trust, the Local Authority and through DfE Guidance, and through feedback from parents.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out Local Advisors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Roles and responsibilities:

Name	Role
Robyn Oakes	SENCO
Melanie Orgee	SEND Governor
Laura Hankins	Early Help Lead/ DDSL
Leonie Mison	Pastoral Lead/Early Help Lead/DSL
Amy Chesham	Pastoral/SEN/Early Help support

Inclusion and Equal Opportunities

What we believe...

- All children regardless of their strengths and weaknesses are valued members of our school. They should feel secure and supported, have opportunities to experience success and know that expectations of them are high.
- All children are entitled to a broad and balanced curriculum which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues.
- All children should be supported to become confident individuals living fulfilling lives. (Code of Practice 2014)
- Effective assessment and provision with the greatest degree of partnership between children, parents, school, Primary Quest Trust. The Local Authority and other agencies will enable the child's needs to be met with success.
- We share a whole school responsibility to ensure all children are given the opportunity to achieve their full potential.

What we aim for... (having due regard to section 19 of the Children and Families Act 2014)

- To ensure that all children placed on the Special Educational Needs Register have their needs met and that their views, wishes and feelings are taken into account.
- To make clear the role of all partners involved in the support of individual pupils, valuing the input and participation of the child and their parents in the decision making process.
- To enable all pupils to have full access to all elements of the school curriculum.
- To implement intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum.
- To create an environment that meets the Special Educational Needs and disabilities of each child. To ensure that all Individual Learning Plans (My Plans/My Plan +/-EHCP) are of good quality and meet the requirements and needs of the child as outlined in the Code of Practice 2014.

How will we achieve this?

By:

- providing additional support for children who need help, involving parents and the child in the planning process, ensuring that they are informed, participating and confident that their child is getting the best support catered to their needs;
- planning for children's full participation in learning, and in physical and practical activities, taking into account barriers for learning and working with all stakeholders to endeavour to overcome these.
- helping children to manage their behaviour and to take part in learning effectively and safely;
- supporting individuals in managing their emotions, particularly trauma or stress, and to engage in learning.

Special educational needs

Children with special educational needs have additional learning needs that call for special provision to be made. All children may have special needs at some time in their lives.

What is SEND?

A child or young person has **SEND** if they have:

- A learning difficulty or disability which calls for special educational provision to be made for him or her

They have a **learning difficulty or disability** if they have:

- Significantly greater difficulty in learning than the majority of others at the same age
- A disability that prevents or hinders them from making use of educational facilities.
- **Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.**

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The Equality Act 2010 provides protection from discrimination for people with disabilities, emphasising the importance of access and inclusion for all. Please see the school's policy on Equality, Disability and Access, which is available on our school website www.bromesberrowschool.co.uk. This includes our vision for continuing to improve access arrangements at Bromesberrow.

Admission of Pupils with Disabilities

We endeavour to be a fully inclusive school.

All our children will be treated according to their needs in line with the school policy for 'Equality and Disabilities' and Accessibility Plan. No pupil will be denied admission because of gender, creed, race, physical ability or academic achievement (see admissions policy).

We will take all steps possible to provide effective educational provision. Where a pupil has a particular need e.g. wheelchair access, the Local Advisors will ensure that reasonable adjustments are made for that pupil's need to be fully met.

If a pupil is transferring into the school with an Educational, Health and Care Plan (EHCP) or has been in receipt of extra support from LA centrally funded resources in their previous setting, continuation of this support will be negotiated with the appropriate member of the LA, to ensure that needs can be met.

Children with Medical Conditions

Children with different medical conditions are welcomed and supported at Bromesberrow. It is the Local Advisory Body's duty to ensure that arrangements are in place to support pupils with medical conditions, so that they can have equal access and enjoy the same opportunities at school as any other child (Supporting Children at School with Medical Conditions, April 2014). As a school we work closely with parents/carers, healthcare professionals, the local authority and other agencies to ensure a child's medical needs are met fully at school. Please see our Medical Policy for more information on procedures, approach and ethos.

How is our SEND Provision managed?

SENCO:

We have a Special Educational Needs Coordinator, who is a qualified teacher (as required by the SEN Code of Practice 2014). Our current SENCO is Miss Robyn Oakes, contactable through the main office number: 01531 650340 or at sendco@st-marys-bromesberrow.gloucs.sch.uk

In our school the Special Educational Needs Co-ordinator (SENCO):

- Informs any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Works with the headteacher and SEN Local Advisor to determine the strategic development of the SEND policy and provision in the school
- Has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provides professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- Advises on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Is a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaises with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution, they ensure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
 - Works with the headteacher and school Local Advisors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - Makes sure the school keeps its records of all pupils with SEND up to date and accurate
 - With the coheadteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
 - With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
 - Prepares and reviews information for inclusion in the school's SEN information report and any updates to this policy
 - With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEN Support Worker (Pastoral Worker)

We have a SEND Support Worker, Mrs Amy Chesham, who is available at achesham@st-marys-bromesberrow.gloucs.sch.uk or 01531 650340. Mrs Chesham supports the work of the SENCO by:

- communicating with and supporting parents
- Observing and assessing individual needs of children
- Supporting the writing of My Plans and ensuring these are being impactful
- Liaising with SENCO to ensure that children's needs are being met
- Works in partnership with external agencies
- maintains resources and a range of teaching materials to enable appropriate provision to be executed;
- Completes and contributes to the paperwork required by external and internal assessment

- Supporting, coaching and mentoring staff so that they are confident to support needs

The Role of the Local Advisory Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

The SEND Local Advisor

The SEND Local Advisor is Melanie Orgee

The SEND Local Advisor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Role of the Class Teacher

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a twice yearly report on the pupil's progress
- Given a independent SEND parents evening slot, in addition to their class teacher parents evening
- Opportunities to attend SEND coffee mornings to liaise with other agencies and parents for support

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

The graduated approach to SEND support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

- The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.
- The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

- In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.
- All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.
- Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

- The pupil's class teacher retains overall responsibility for their progress.
- Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any 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.
- The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
- The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support:

School-based SEN provision

- Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
- The provision for these pupils is funded through the school's notional SEND budget.
- On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The coheadteachers and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Alternative provision providers e.g. riding for the disabled.

Admission and accessibility arrangements

Arrangements for Admissions of Children with Disabilities

Please read our admission policy and accessibility plan available on our school website: www.bromesberrowschool.co.uk

We welcome all children to our school and value equality and diversity through all that we do.

If a child has disabilities, we will seek funding if appropriate, access specialist service support, look at adaptations and modifications within school to ensure full access to the curriculum and work closely with parents to ensure a smooth transition.

Arrangements for Admission of Children with Special Educational Needs

We welcome all children to our school and work hard to ensure a smooth transition by working with previous setting and parents, modifying and adapting the learning environment and curriculum as required, using provision mapping and My Planning to support, deciding on support and intervention.

Children with EHCP's

Our Admission policy states clearly that:

Children who have an Education, Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admission criteria. Governing bodies are required by Section 324 of the Education Act 1996 to admit a child with an EHCP that names the school, even if the school is full if they agree that they can meet need. Parents of children with an EHCP should contact their child's casework officer for any further information.

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy [available on our school website)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=Rm ypRug2jlE>

You can learn about mediation and how to request this by visiting: <https://www.globalmediation.co.uk/what-is-mediation/>

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the Local Advisory Board **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Local Advisory board.

Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy