

# Special Educational Needs and Disabilities Policy and Procedures



| Leader | Date of Issue | Review Date | Other Documents | Headteacher Signed | Chair of Governors Signed |
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| K. Esa | Sept 2025     | Oct 2026    |                 |                    |                           |

## **INTRODUCTION**

This policy details Brindle Gregson Lane Primary School's individual approach to supporting children with Special Educational Needs or Disabilities (SEND), and outlines the School's commitment to fulfilling the responsibilities outlined in the SEND Code of Practice 0 – 25 (September 2014). This policy also takes into account the following guidance and documents: Equality Act 2010; Advice for Schools (DfE Feb 2013); Schools' SEN Information Report Regulations 2014; Teachers' Standards 2012.

The policy should be read in conjunction with our 'School Information Report', which provides information to parents about the specific support that we offer children with SEND in our School [available on our website: <https://www.bgl.lancs.sch.uk/page/send/86655>]. You can also find information on the SEND services and support provided by the Local Authority <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

### **At Brindle Gregson Lane Primary School, we believe that:**

- Every child has a fundamental right to education and is entitled to the opportunities that allow them to achieve and maintain good levels of learning.
- Every child should have access to a broad and balanced education, including the provision of an appropriate curriculum in terms of both the Early Years Foundation Stage and the National Curriculum
- Every child has unique characteristics, interests, abilities, and learning needs
- Every teacher should be able to teach children with SEND
- Parents have a vital role to play in supporting their child's education

Our School Leadership Team, teaching and support staff are fully committed to making Brindle Gregson Lane Primary School an inclusive school community through the provision of appropriate resources, and through planning and teaching that addresses the varied needs of all our pupils.

We recognise that this commitment reflects international human rights standards as expressed in the UN Convention on the Rights of the Child and a commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships, in line with the Equality Act 2010.

### **The SENDCO/Inclusion Manager is responsible for:**

- Day-to-day implementation of this SEND Policy;
- Keeping up to date with developments in SEND and with support from the head teacher, providing staff with access to appropriate training;
- Maintaining a list of the School's children with SEND, overseeing their records and reviews, monitoring their progress;
- Ensuring that support plans are implemented for children with SEND;
- Working closely with parents and carers of children with SEND;
- Working closely with staff to monitor, advise and support them in relation to SEND work;

- Working closely with external agencies such as Educational Psychology, School Nurse, Speech and Language Therapist etc.
- Working closely with the Headteacher, governors and school leadership team to ensure strategic overview and School Development Plan is in line with SEND policy and practices.
- With support from the leadership team to make effective deployment of SEND budget, resources and staff
- Liaise with LA SEND Officer for annual reviews and request for statutory assessment – EHC plan.

### **DEFINITION OF SPECIAL EDUCATIONAL NEED and Disabilities (SEND)**

According to the SEND Code of Practice, 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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

More specifically, in an education setting such as ours, a child is identified as ‘SEN Support’ when they need provision that is additional to or different from the educational provision normally available to pupils of the same age. This definition is ultimately defined by the Leadership Team (drawing on information from families, children, teaching staff and other professionals) on a termly basis, following a clear pathway of procedures outlined below.

Of those children who are identified and classed as SEND Support, their needs are categorised according to one or more of the following broad areas of need. These categories help us to plan appropriate support for any children with SEND and are drawn from the SEND Code of Practice:

- Communication and interaction e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD)
- Cognition and learning e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- Social, mental and emotional health e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- Sensory and/or physical e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

Any child with a medical condition may have an Individual Health Care Plan, particularly those with long term or complex medications. In some cases pupils may have a medical condition and SEND, and their care will be well coordinated.

## **IDENTIFICATION**

At Brindle Gregson Lane Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have a clear pathway in place that helps us to identify children needing to be monitored (Wave 1) or those needing additional support to close gaps (Wave 2) or a more comprehensive intervention support through assessment and support at Wave 3 (SEN SUPPORT). Children are assessed based on the amount of progress they make (this can include academic attainment and also wider developmental or social and emotional needs). A child is identified as making less than expected progress, given their age and individual circumstances, when their progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

We identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community, including the parents and families, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for and supporting children to accelerate their progress and overcome their barriers to learning.

In addition, we identify those factors which may impact upon progress and attainment but which do not, in of themselves, constitute a Special Educational Need. For example:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a Previously Looked After Child
- Facing personal, social, emotional difficulties
- Presenting with behaviour concerns

## **PATHWAY TO IDENTIFYING CHILDREN AS 'SEN SUPPORT'**

### **ASSESSMENT ON ENTRY/EARLY IDENTIFICATION**

When a child enters BGL, we will gather paperwork from any previous settings and ask the parents/carers whether they have any SEND or broader concerns. We recognise that parents know their children best and it is important to listen and understand when parents express concerns about their child's development. We further assess all children during their first half-term in our School through careful and sensitive classroom observation and an early review of progress. We take great care to establish whether lack of progress is because a pupil is experiencing transitional difficulties which may lessen (closing the gap) as the year goes on.

## **INITIAL CONCERNS**

At any time, teachers, support staff, parents/carers, the SENDCo, the leadership team and Headteacher are available to hear or raise concerns about a child and to act accordingly. Throughout the year, we conduct sensitive classroom observations and thorough curriculum assessments, encouraging the different staff who come into contact with a child to share their observations. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure that we gather and evaluate all of the information about every child and use a graduated system to plan adequate support for all. This process is facilitated by a series of termly meetings outlined below.

## **PUPIL PROGRESS MEETINGS**

These meetings are held termly between the Senior Leadership Team (SLT) and class teachers and provide an opportunity to review and discuss the progress of each child in the class and to correlate different data and

observations, such as a child's attendance, attainment, progress, etc. During the meeting, the member of SLT and Class teacher have opportunities to draw on each other's professional knowledge, to affirm thinking and clarify possibilities, using the collated data and observations to identify children who may need extra support (based on the broader conception of progress outlined at the beginning of this document). This discussion focuses on identifying children who may be in need of extra monitoring (wave 1) or close the gap support (wave 2) and on reviewing those who have already been identified as needing additional support under Wave 1 and Wave 2. Some children's progress may be hindered by broader factors e.g. social and family circumstances that can be discussed and an appropriate referral can be made if necessary.

In most cases the first response to an identified need should be class-based planning and monitoring, and then interventions targeted at a child's identified weakness. Teachers can draw on BGL Assessment in SEND Flow Chart (see Appendix A) and BGL Graduated Approach to SEND (see Appendix B) to plan specific interventions to support those needs. Once a plan of time-limited extra support has been planned, progress will be reviewed at the next Pupil Progress Meeting.

Where, despite personalised interventions, a child's progress continues to be of concern, the SENDCo in collaboration with teacher and parents will decide whether to add that child to the School's SEND Support register and to plan for further support under the leadership of the SENDCo.

Those children who have already been identified as SEND Support (and are in receipt of additional educational provision) will not be discussed in depth, as their needs are discussed in dedicated meetings each term between class teachers and the SENDCo. Review of existing plans and overview of new strategies will be shared with parents.

## **GRADUATED APPROACH TO SEND**

Please see BGL Graduated Approach to SEND (Appendix A).

High quality teaching, differentiated for the learning and development of all, is the first step in the educational provision that we offer all children. Some children may require a greater level of personalised, class-based, targeted support, which is planned for by the class teachers. This may include making adaptations to the learning environment or to the method of teaching delivery, specific groupings based on ability, additional adult support in class, additional learning supports such as visual aids or assistive technology, etc. Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the SENDCo, will plan for additional monitoring or class action to accelerate a child's progress.

### **Wave 1**

When a teacher has initial concerns around a child's progress, they will plan for additional class-based support and differentiation to address those needs. These measures will be reviewed on a weekly basis and teachers will evaluate their progress.

Any child who is being monitored will be reviewed during Pupil Progress Meetings. If a child fails to make adequate progress during this monitoring period, in conjunction with the SENDCo, and using the Assessment in SEND Flowchart (Appendix A) to support thinking, teachers will plan 'Wave 2' support for this child.

### **Wave 2**

A child's needs are categorised as 'Wave 2' when: the child continues to demonstrate progress at a level below that expected to be achieved with high quality teaching and so requires an increased level of support (most often provided by specific support and amendments to classroom practice).

The agreed areas of support, and intervention strategies, are selected from the BGL Graduated Approach to SEND document (see Appendix B).

Where specific interventions are used, the pupil's progress will be measured within a given time-span.

Targets can be set for the child, if there is a need (use of PIVATS/Target ladders).

The progress of the child is reviewed at least termly during the process outlined above.

The parents of a child who has been identified as needing Wave 2 will be informed by the class teacher regarding the additional support their child may receive.

Any child who fails to make adequate progress following this cycle of Assess/Plan/Do/Review is then considered by SENDCo and class teacher, who will help to plan further support or agree to identify that child as SEN Support.

For children struggling to access year group expectations, an alternative assessment system can be used to measure small steps in progress – PIVATS.

Following Pupil Progress Meetings, class teacher and SENDCo will decide on children who may need PIVAT targets. These targets will feed into intervention sessions for that child/group of children.

### **Wave 3 Send Support**

A child's needs are categorised as 'SEND Support' when: the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions under 'Wave 2'. In some cases, a child's SEND may be immediately apparent and the SENDCo will agree to identify those needs and make appropriate referrals from the outset.

The decision to identify a child as SEND Support would be agreed with the parents/carers. Provision for children who are identified as SEND Support will be overseen and coordinated by the SENDCo

Individually administered interventions and assessments, made by the School or by outside agencies, are managed by the class teacher and the SENDCo.

- Where appropriate, additional support and advice should come from relevant outside agencies, either to the child, class teacher or parent/carers.
- The School will ask for parental permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and reports.
- An appropriate referral form is completed with the parent/carer and child, for any child needing outside agency support.
- Parents are kept informed about interventions and support that their child is receiving (formally on a termly basis/on-going through emails, meetings in school, telephone calls...)
- Progress is monitored termly by the class teacher, SENDCo and members of Leadership Team.
- If a child is identified as SEND Support, where relevant, a Support Plan/Pupil Passport will be created to personalise and target learning for that child.
- The SSP will be reviewed termly during SSP review meetings involving the class teacher, teaching assistants and SENDCo. The review of the support plan and targets for new support plans will be sent home to parents on a termly basis as well as termly meetings between parents, SENDCo and Class Teacher as appropriate.

For children with more specific needs, termly meetings will be held with class teacher, SENDCo, parents and any other professionals to discuss progress towards targets and next steps.

Support plans are updated at least termly and are working documents that can be altered as appropriate. Any updates should be coordinated between class teacher and SENDCo and shared with parent/carers.

### **CRITERIA FOR EXITING THE SEND REGISTER/SEND SUPPORT**

Where a child has made significant progress and the class teacher, SENDCo and parents feel that their needs can be met within the normal educational provision available to a pupil of that age, the child's progress will be celebrated. The SENDCo will consider removing that child from the SEND Support profile, most often to the stage of 'Wave 2' / 'Wave 1'. This would entail a further Assess/Plan/Do/Review cycle, overseen by the SENDCO. The majority of pupils with learning difficulties will have their special educational needs met at 'Wave 2' or 'SEND Support'. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing

intervention at SEN Support, there is evidence that the child is still experiencing severe, long-term and complex difficulties, the SENCo, Leadership Team and parents/carers would consider referring the pupil to the Local Authority for an Education, Health and Care assessment.

### **EDUCATION, HEALTH AND CARE PLANS**

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The Education element of the plan will explain what is needed for the child/young person to attend school safely and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school or college.

The Health element of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in school life.

The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the SENDCo will work closely together with parents and children to explain the process and garner their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the School has collected, will be sent to a panel convened by Lancashire's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan.

If Lancashire SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Lancashire will provide.

If an EHC Plan is agreed, parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Throughout the process, parents' and/or carers' views, supported by professional assessments, will be used to create the EHC Plan. Where the child is old enough and able, we encourage the child to contribute to planning too.

Once an EHC Plan is issued, the SENDCo ensures that all of the actions and provision outlined in the Plan as the School's responsibility are carried through. In addition:

- There is a continuation of the current school-time provision for the child as outlined in the SEND Support section;
- Targets are set for the child based on the EHC Plan;
- The class teacher, SENDCo and outside agencies complete a Pupil Passport in

collaboration with parents/carers and children, detailing the special provision to be made for that child;

- The progress of the child is reviewed termly;
- This process is supported by members of the Leadership Team;
- The outcomes and provision detailed in the EHC Plan are formally reviewed annually (led by the SENDCo/Headteacher), in collaboration with any relevant outside agencies, Lancashire's representative SEND Officer and parents/carers.

EHC Plans include key targets and detail the provision and support needed to achieve those. The EHC Plan covers the child/young person from age 0 up to 25 years of age and focuses on long-term and medium-term outcomes, and aims to place emphasis on the views of the families and children/young people concerned. Like the previous Statements of SEN, an EHC Plan is legally binding and usually implies provision of additional resources for the school and/or family.

### **EXPERTISE AND TRAINING OF STAFF**

All teachers and support staff undergo an appraisal process where their training needs are identified and supported by a school leader. Staff are also encouraged to raise training needs as and when they arise and these will be accommodated as best as possible by the leadership team. SENDCo and Leadership Team are also responsible for keeping staff up to date with changes in legislation and to organise whole staff training where appropriate.

### **RESOURCE ALLOCATION AND FUNDING**

The Local Authority distributes Brindle Gregson Lane Primary School's SEND funding but our School decides how to spend this money. Pupils at SEND Support level are funded by a combination of the existing budget and the School's notional SEND budget. Lancashire Local Authority gives mainstream schools enough provision to allow them to spend up to a total of £10,750 on each pupil with SEND. If the evidence supports it, the Local Authority will make additional 'top up' funding available from what is called the 'High Needs Block'. The High Needs Block is money that the Local Authority will give a school when it is agreed that the child's needs cannot be met within a school's resources. The 'High Needs Block' is money held by the Local Authority to support more complex special educational needs. The High Needs Block provides:

Top-up funding, including the funding for EHC plans; Any additional services or teams that are centrally funded. All schools receive 'pupil premium' money to spend on improving the rate of progress for children who are eligible for free schools meals or who come from service families. Please see our policy on Pupil Premium Funding (available on the website) for a full explanation of how Brindle Gregson Lane Primary School spends this money.

### **ADMISSION ARRANGEMENTS**

Brindle Gregson Lane Primary School follows the admission criteria of Lancashire Children and Families (in line with the Equality Act 2010) and gives priority to pupils who have an ECH Plan, and to Looked After Children. Parents and carers are always encouraged to visit the School in order to assess its suitability for their child's needs.

## **TRANSITION ARRANGEMENTS**

The School places great emphasis on sharing information and providing supported, positive transitions for all pupils moving to or from the School. When a child moves up to the next class, we organise handover meetings where teachers and support staff make sure that the new class teacher and teaching assistant have a clear understanding of the needs of all children. For pupils with additional needs including SEND, an enhanced transition is carried out. In addition:

- Admissions to EYFS include home visits, open days, staggered entry and gathering information from the previous nursery or other setting.
- Transitions to secondary school - The procedures include induction days, transition meetings with parents, visits to secondary schools, visits from Secondary SENDCos where appropriate, supporting parents to complete transition forms, and 'parent-to-parent' information sharing about secondary school choices;
- Transitions to and from our School include sharing information from/with other settings. Where a child has SEND, the SENDCO will directly make contact with parents and the previous setting.
- Teaching staff go through the routines and timetables with the new child and provide a pupil buddy during the settling period.

## **LINKS WITH OTHER AGENCIES**

Brindle Gregson Lane Primary School has a wide range of links with different agencies and organisations who may provide direct support to individual or groups of children, or who may facilitate whole improvement and staff training. These services include:

The Health Service, through the school nurse

The Educational Psychology Service

Speech and Language Therapist

Children and Families Well-Being Service

Lancashire Authority Physiotherapy

Lancashire Authority Occupational Therapy

Key Youth Charity

Child Action North West

Early Intervention Team – Lancashire Constabulary

Lancashire Virtual Schools for Children Looked After and Children Previously Looked After

Golden Hill Inclusion Support School

Broad Oaks Medical Centre – paediatric support

Children's Social Care

CAMHS

Shine Sensory Therapy Services

Barnardos – Young Carers Support

Chorley Inclusion Support Services

## **COMPLAINTS**

At Brindle Gregson Lane Primary School, we are responsive to any expressions of concern made by parents and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should initially contact the secretary to make an appointment with the SENDCo. If the matter remains unresolved then an appointment should be made to see the Headteacher.

There are also a number of agencies available to support parents with advice. IAS (Information, Advice and Support Team), can offer impartial advice, information and support and can be reached on 0300 123 6706 . <https://lancssendias.org.uk/about-us/>

## **MONITORING AND REVIEWING THIS POLICY**

We review the information about SEND in this policy annually and make adjustments as appropriate.

## **DISSEMINATING THIS POLICY**

This SEND Policy is available:

on the School's website;

as part of induction for new staff;

Distributed to all staff as a hard copy

Saved on the school system electronically