



BRIERLEY FOREST PRIMARY AND NURSERY SCHOOL

Special Educational Needs and Disability (SEND) Policy

2025-26



Our Vision and values

At Brierley Forest Primary and Nursery School we uphold an inclusive admissions policy which is built on a whole community approach to special needs where staff, governors, parents and support services work together as a team co-operating, collaborating, and co-ordinating in all that they do so that it produces the best possible education for all children.

All children at Brierley Forest feel equal and included in every aspect of school life. The views and feelings of every child are respected and valued by all adults and pupils. We have high expectations for all our children and make appropriate adaptations to meet their individual needs.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

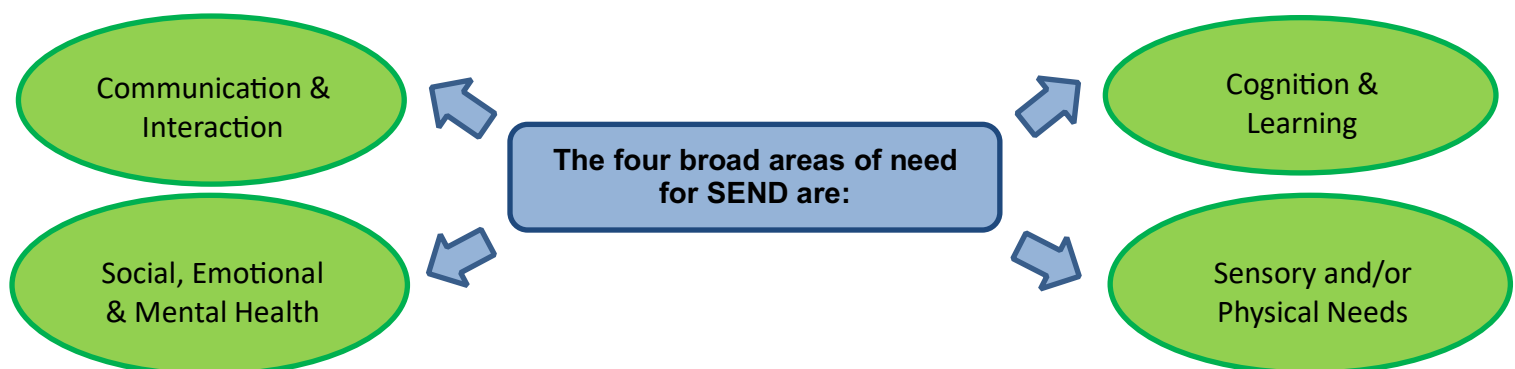
“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

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

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have a special educational need may have a disability under the Equality Act 2010-that is “...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.



The aims of our SEND Policy are to ensure that:

- The culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- We enable pupils with SEND to maximise their achievements.
- The needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- All pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- We work in partnership with parents to enable them to make an active contribution to the education of their child.
- The views and wishes of the child are taken into account.
- Close links are made and maintained with support services and other professionals from external agencies.

Identification

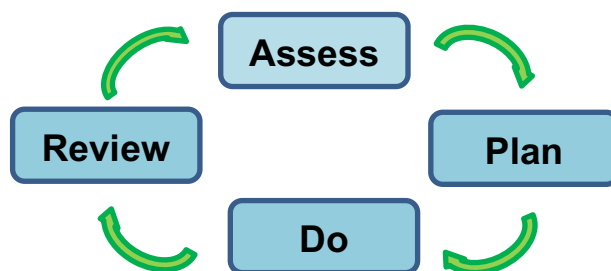
Early identification of pupils with SEND is essential to enable relevant assessments and interventions to be put in place in accordance with the Code of Practice, 2014 (Updated Jan 2015).

At Brierley Forest we:

- Analyse data including entry profiles, teacher assessments and end of Key Stage assessments.
- Use information and reports from previous schools and settings
- Track progress over time
- Listen to the children if they voice their own concerns
- Follow up parental concerns
- Use information, reports and observations from outside agencies such as Paediatricians, Educational Psychologists and Speech and Language Therapists, Behaviour, Learning Support and Autism experts
- Monitor behaviours in school using resources from Routes to Inclusion
- Analyse behaviour incidents on a fortnightly basis to identify any emerging patterns.

SEND Provision

We aim to identify children with SEND as early as possible in their school career. We follow a graduated response using the four-part cycle which uses the process of:



Assess

Assess the pupil's needs.

Plan

Support and intervention to meet the needs and ensure the child can make progress.

Do

Team around the child to implement the support plan for an agreed period.

Review

Have the interventions been effective?
What impact has the support had on the child?
What progress has the child made?

The Graduated Response

Universal Provision

High quality class teaching, effective scaffolding, whole school approaches followed, supportive classroom environment, links between home and school, pupil voice valued, provision of quality resources and reasonable adjustments, targeted group interventions (eg. pre-teaching) use of Routes to Inclusion initial assessments and staff training.

- o Teachers to complete an Initial Concern Form and hand it to the SENCOs.
- o The SENCO and teacher will monitor the child's progress.
- o This will be done by observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. If, after a period of monitoring and intervention, the pupil is still not making adequate progress a decision may be reached to begin SEND SUPPORT.



Additional SEND Provision-SEND Support

Small group support, additional adult support, Nurture Group support, ELSA intervention, Speech & Language support, adapted curriculum to meet learning and emotional needs, specialised equipment, Learning Plans, individual Escalation plans and risk assessments as well as individual interventions such as Attention Autism, Lego Therapy, Funfit and Precision Teach.

- o At this point parents/carers will be notified that their child is to be placed on the SEND register.
- o Individual targets will be set and a Learning plan will be completed.
- o The Learning Plans will be shared with parents/carers each term.
- o Some parents will be asked to attend a review meeting with the SENCO.
- o The SENCO and class teaching will review the child's progress at least termly. The teacher brings tracking data and any assessments of the children.
- o Some pupils with complex needs who require additional support and resources may require Additional Needs Funding (AFN). The SENCO and Team around the child will complete an individual bid for funding based on the level of support required to meet the needs of the individual.



Outside Agencies Involvement

We work closely and use the support, advice, resources and equipment provided by;

North Ashfield Partnership, The NCC Communication and Interaction Team, The Educational Psychology Team, Speech and Language Therapy, CAMHS, BEMHS, Local NHS services (including paediatricians, health visitors and school nurses), Early Years Support Service and the multi-agency safeguarding hub.

- o If a child's needs are still not being met, we may need to involve outside agencies to support us and the child.
- o Some pupils with complex needs may also require Higher Level Needs Funding (HLN). The SENCO & Team around the child will complete an individual application which is submitted to a multi-agency panel from the Local Authority.



Education, Health and Care Plans (EHCPs)

If all the previous interventions have resulted in limited outcomes and a child has a significant, severe or sustained need then a child may require an Education, Health and Care plan. A professional or a parent can request for an EHC Needs Assessment to take place. Evidence from school and other professionals will be submitted and additional assessments will be arranged if the assessment process moves to Stage 2. If an EHCP is put in place, parents, the child and professionals will all work together to plan short, medium and long term goals for the individual pupil.

- o The EHCP is reviewed annually by all stakeholders.

Monitoring and Assessment

SEND pupils and the effectiveness of their provision will be monitored through;

- lesson observations
- work book sampling
- ongoing assessments of interventions
- pupil voice questionnaires
- meetings with the team around the child
- pupil progress tracking meetings using assessment data
- reviewing Learning Support Plans

Pupils with SEND will initially be assessed using the whole school assessment procedure using the assessment grades;

- Working below the expected standard
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth

For some children with SEND, the year group indicators will not be achievable so smaller steps of success and achievements will need to be recorded and assessed;

- Pre-Key Stage 1 or 2 standards can be used for pupils working below the expected standard at the end of Key Stage 1 or Key Stage 2.
- BSquared assessments using Primary Steps are used to track progress of children with SEND if they are working below age-related expectations and are not showing expected progress or are showing a regression in progress over time
- BSquared assessments are also used to track progress of identified pupils against the Autism Framework.

Effectiveness of SEND provision

In accordance with Section 6 of the SEND Code of Practice 2015, our Special Educational Needs Coordinators are qualified teachers. The SENCOs hold regular meetings with teachers and SLT to discuss and monitor the SEND provision across school. The SENCOs regularly attends local and Trust network meetings and any relevant SEND courses. All staff will receive training in how best to support all learners including children with SEND as part of the annual schedule of continuous professional development. The SENCOs will signpost any external training opportunities for staff and their specific training needs will be identified and met through the appraisal process.

Record Keeping

Once a child has been entered on the SEND Register formal records are kept and held securely on BFPNS SharePoint, with learning plans held on Insight alongside assessment tracking. Records are accessible to all teachers, professionals and parents in consultation with the SENCOs and Pastoral Team. Relevant information is always shared with staff. Records are updated after reviews.

Partnership with Parents/Carers

All parents and carers of children with special educational needs are treated as partners and we support and empower them to play an active and valued role in their child's education.

We ensure they have access to information, advice and support during assessment and any related decision-making processes about special educational provision for their child.

We acknowledge and draw on their parental knowledge and expertise in relation to their child, focusing on the child's strengths as well as areas of additional need. Parents are always welcome to share their concerns or review their child's provision with the class teacher, SENCO or head teacher at any time.

Involvement of Pupils

We endeavour to fully involve all pupils by encouraging them to share their views about their education and learning and to identify their own needs. We encourage them to help to set and review their personal targets.

Transition

We ensure a smooth transition into our school from another setting, between year groups and phases and into a different setting or school. When a child transfers to or from another Primary school, the SEND profiles and child protection concerns are always passed on. Excellent information sharing and transition programmes are made with Pre School agencies as well as Secondary schools. Many children have individualised transition programmes from Year to Year as well as between key stages. These may include transition booklets, photographs of their new class or school and extra transition visits. If a child has an EHC plan, their new school will be named on an amended version of their plan before the transfer takes place.

Roles and responsibilities

The SEND Team are responsible for coordinating the day-to-day operation of the SEND policy. Mrs Emma Smedley is the designated SENCO and is supported by the SENCO Assistant, Mrs Diane Durkin. The designated governor for SEND is Grace Walters.

Admission arrangements

The schools' admission arrangements are published separately and in line with Nottinghamshire County Council Admission Policy.

Complaints Procedure

Any Parents/Carers who wish to make a complaint relating to the provision for children with SEND should, in the first instance, speak to the Class Teacher and SENCO. If the matter is still not resolved they should contact the Head Teacher. In the case of an unresolved complaint, the Parents/Carers can make a formal complaint in writing to the Chair of Governors.

Nottinghamshire County Council SEND Local Offer

The Nottinghamshire Local Offer contains information about the support available to children and young people with Special Educational Needs and Disabilities (SEND) and their families. Information about services and activities for children and young people has all been brought together in one place. This website also contains information about new developments and changes to services.

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

Policy Date: September 2025

Review Date: September 2026