



SEND Policy

LA POLICY

Review: Annually

Next Review Date: January 2026

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	Karen Lumb
Designated Senior Lead	Caroline Rodgers – Headteacher

Statutory Compliance

This policy complies with the SEND Code of Practice (0-25 years) 2024 and reflects the principles outlined in:

- Children and Families Act 2014
- Equality Act 2010 (as amended)
- SEND and AP Improvement Plan 2023–25
- Schools SEN Information Report Regulations 2014
- Statutory guidance on Supporting Pupils with Medical Conditions (2014)
- Keeping Children Safe in Education
- The National Curriculum in England
- Teacher Standards (DfE, 2012)
- Brockley Primary Safeguarding & Accessibility Policies

SEND Leadership and Contacts

SENCo: Mrs Caroline Rodgers

Contact via School Office: 01246 823344

Email: headteacher@derbyshire.sch.uk

SEND Governor: Mrs Karen Lumb

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Vision and Commitment

At Brockley Primary, we are committed to a fully inclusive learning environment where every child can thrive. Every teacher is a teacher of every child, including those with SEND. We strive to:

- Ensure early and accurate identification of SEND
- Deliver inclusive, high-quality teaching
- Remove barriers to learning and participation
- Collaborate with families and external agencies
- Promote wellbeing, independence, and achievement for all

Policy Objectives

- Identify and provide for pupils with SEND and additional needs
- Follow the SEND Code of Practice 2024 and use the graduated approach
- Operate a whole-school approach to SEND support
- Provide expert leadership through our SENCo
- Equip staff to support learners with diverse needs
- Involve families and pupils in all planning and decision-making

Definition of Special Educational Needs (SEND)

A child has SEND if they have a learning difficulty or disability requiring special educational provision that is additional to or different from that normally available. SEND may fall into one or more of the following categories:

1. **Communication and Interaction** (e.g., autism, speech and language needs)
2. **Cognition and Learning** (e.g., dyslexia, global developmental delay)
3. **Social, Emotional and Mental Health** (e.g., anxiety, ADHD)
4. **Sensory and/or Physical Needs** (e.g., visual impairment, dyspraxia)

Identifying Needs and Early Intervention

We use a range of assessments, observations, and consultations to identify needs, including:

- In-class observations and assessments
- Pupil and parent voice
- Standardised tests
- Input from external agencies
- Reviews of progress against expected attainment

Children may also have additional vulnerabilities (e.g., EAL, health needs, social disadvantage) that do not constitute SEND but require differentiated support.

The Graduated Approach

Following the *Assess, Plan, Do, Review* cycle, we ensure timely and personalised support.

1. Quality First Teaching

All pupils receive high-quality, inclusive classroom teaching. Differentiation and scaffolding are used to meet diverse needs. Pupils falling behind are monitored and supported.

2. SEN Support

Where additional needs are identified:

- Support Plans are created with parents and reviewed at least termly
- Personalised interventions and reasonable adjustments are implemented
- Progress is monitored by class teachers and the SENCo
- Staff collaborate with families and external agencies
- Provision mapping and pupil-centred planning guide support

3. EHCP Requests

Where pupils require intensive, specialist, and sustained support, we may apply for an **Education, Health and Care Needs Assessment**. Parents can also request this directly.

Education, Health and Care Plans (EHCPs)

Where a plan is issued:

- Pupils receive a tailored programme of support
- EHCPs are reviewed annually with the pupil, family, and professionals
- Transition planning and outcomes are embedded

- The child's EHCP follows them through settings and phases

Transition and Inclusion

We ensure smooth transitions through:

- Sharing of records and support plans
- Additional visits and bespoke transition packages
- Liaison with secondary schools and specialist settings
- SENCo involvement in all planning

Brockley Primary promotes inclusion in all aspects of school life, including enrichment, trips, and extracurricular activities. All children, regardless of need or disability, have equal access to learning opportunities.

Partnership with Families

We believe in collaborative, transparent relationships with families. Parents/carers are:

- Actively involved in reviews and planning
- Encouraged to share insights and concerns
- Informed at every stage of identification and provision
- Invited to termly reviews and informal consultations

Working with External Agencies

We have strong partnerships with professionals including:

- Educational Psychology Service
- Speech and Language Therapy (SaLT)
- Autism and ADHD Outreach
- CAMHS and mental health services
- Occupational and Physiotherapy services
- Social Care and Early Help teams

- Behaviour Support (BSS) and SSSEN

Medical Needs and Accessibility

We support pupils with medical needs through:

- Individual Health Care Plans (IHCPs)
- Staff training and reasonable adjustments
- Inclusive PE and school trips
- Compliance with the Equality Act 2010 and DfE guidance

Our site is fully accessible, with adaptations to support physical needs. Further details are in our Accessibility Plan (available on the school website).

Local Offer

The **Derbyshire SEND Local Offer** provides information on available services, eligibility, and support:

 www.derbyshire.gov.uk/SEND

Complaints

We encourage early resolution of concerns. In the event of a complaint:

1. Speak to the class teacher or SENCo
2. Contact the Headteacher
3. Follow the Complaints Policy (available on our website)