VENN

Brooke Primary Academy

SEND Policy

1	Summary	Special Educational Needs and Disability Policy			
2	Responsible person	Lynsey Baxter			
3	Accountable SLT member				
4	Applies to	☒All staff ☐Support staff ☐Teaching staff			
5	Who has overseen development of this policy	Vikki Watson - Principal			
6	Who has been consulted and recommended policy for approval	Governing Body			
7	Approved by and date				
8	Version number	5			
9	Available on	Every	☐Y ☐N	Trust website Academy website SharePoint	☐Y ☐N ☒Y ☐N ☒Y ☐N
10	Related documents (if applicable)				
11	Disseminated to	☒Trustees/governors ☒All staff ☐Support staff ☐Teaching staff			
12	Date of implementation (when shared)	01.09.2026			
13	Consulted with recognised trade unions	☐Y ☐N			

Contents

1. Introduction 3
2. Legislation and guidance 3
3. Statement of intent 4
4. Aims and objectives of this policy: 5
5. Equal opportunities and Inclusion 5
6. Monitoring children's progress 5
7. Removal from the SEND register 7
8. The role and responsibilities of the SEND Co-ordinator 7
9. Partnership with parents 8
10. Involvement of Children 8
11. Request for statutory education, health and care assessment 8
12. Personalised learning 9
13. Access to the curriculum 9
14. The Branches (Social, Emotional and Mental Health) provision 10
15. Allocation of resources 10
16. The role of the governing body 10
17. Complaints 10
18. Links with Other Services 11
19. Information on where Doncaster Local Authority's Local Offer is published 11

1. Introduction

Brooke Primary Academy is based in Thorne and is a part of the Venn Education Trust. Mrs Lynsey Baxter is the named SENCO and holds the Government SEND Co-ordinator qualification. The Governor responsible for SEND is Mr Richard Breckell. Together, they ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

2. Legislation and guidance

This policy 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 SEND

- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (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 governors 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

3. Statement of intent

At Brooke Primary Academy, we hold a firm belief that all children have an equal right to a full and rounded education to support them in achieving their full potential. We aim to be an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matter. The curriculum is tailored to ensure that those pupils who require additional support have access to provision that is tailored to meet their needs and allows them to flourish. Any barriers to learning and participation will be addressed so that pupils will be provided with equal opportunities. A wide variety of strategies are used to meet the needs of individual children that are 'additional to and different from' that provided within the curriculum. This is to ensure that we better respond to the four areas of need identified in the Code of Practice (2014). The areas of need are:

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

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, adaptive Quality First Teaching and all relevant and purposeful interventions and strategies being in place.
(Special educational needs and disability code of practice: 0 to 25 years)

4. Aims and objectives of this policy:

At Brooke Primary Academy we aim to make every child's experience at school the best it can be. We want to ensure that all children are happy and provided with the opportunities to succeed and grow to be confident and independent individuals. The Special Educational Needs and Disability policy states the values that underpin our practice within SEND. These include:

- to work in partnership with families and others involved in the care of children in our school to ensure all medical, health and social care needs are met
- to ensure all teachers and support staff have a good understanding of the Code of Practice 2014 and have regular and consistent professional development to ensure a high level of staff expertise
- to create a positive learning environment which engages all children and will support them in achieving their true potential
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to ensure that all children have full access to all elements of the school curriculum through providing reasonable adjustments
- to develop confidence in partnership by collecting the views of parents, carers and children on a termly basis
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services

5. Equal opportunities and Inclusion

We aim to ensure inclusion for all pupils by taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances to ensure that all pupils are prepared for full participation in a multi-ethnic society. We continually assess and measure the impact of our provision through meetings with our SEND co-ordinator and individual teachers. We aim to ensure all children have equal access to succeeding in all areas of the curriculum.

At Brooke Primary Academy we pride ourselves on developing positive and effective relationships with our children. We respect and understand that children learn in different ways and therefore provide a variety of strategies for learning.

6. Monitoring children's progress

At Brooke Primary Academy, we continually monitor pupils progress throughout the academic year. This is through day to day teaching and live marking/assessment of children's understanding, as well as at regular assessment points throughout the year. These include phonics assessments, phonics screening checks, NFER assessments and timetables checks to check pupil progress regularly. Pupil progress meetings are held

termly with the leadership team and RAG and challenge meetings are held at regular intervals throughout the half term. These procedures support staff in being able to identify children who may not be meeting expected progress quickly and efficiently so that appropriate interventions and support can be put in place.

If the above procedures have highlighted a child would benefit from receiving support over and above that which is normally available within a particular class or subject, then the school will adopt a graduated response. Initially, this will begin with discussions between the class teacher and parents/carers. Class teachers will highlight the difficulties and areas of need for the child and it is the class teacher's responsibility to complete a cause for concern and notify the SEND co-ordinator of any concerns. The class teacher, with support of the SEND co-ordinator, will put into place strategies and/or interventions which will help to support the child and enable them to make progress. At this point, the school may involve external agencies if we feel their support is required. Following this, the school will then monitor and record the steps taken. A monitoring period of 6 weeks will take place and within this time we would expect to see progress being made. Adequate progress includes:

- the attainment gap being closed between that of the child and their peers
- the attainment gap being prevented from getting wider
- access to the full curriculum
- Progress that is similar to that of their peers starting from the same attainment baseline

If, at the end of this monitoring period, the child has not made expected progress, then, in consultation and with permission of their parent/guardian the child will be put on the SEND register.

If a child is placed on the schools special educational needs register, they will then be issued with an SEN Support Plan and termly meetings will be held between the class teacher and/or the SEND co-ordinator and parents/carers as part of the 'assess, plan, do and review' process. During these meetings, the child's progress will be discussed and SMART (specific, measurable, achievable, realistic, time constrained) outcomes will be set. Interventions will be formalised and the learning targets will be implemented within the classroom.

Within Doncaster, there are five levels of need identified in the Needs Descriptors which align with the Graduated Response. These needs descriptors support with identifying what level of support is needed for your child. The five levels of need are:

- Universal
- Universal Plus
- Targeted
- Targeted Plus
- Specialist

Universal, Universal Plus and Targeted are resourced through the school's allocated funding. For children whose needs are identified as Targeted Plus and Specialist, additional funds may be allocated if it is agreed that the provision required to meet their needs exceeds the full notional spend. Where references are made within the descriptors to support, this does not assume additional adult support.

As part of the assess, plan, do, review process, the child's learning targets will be monitored closely by the class teacher and will be reviewed at the next termly meeting. If, over a period of time, the child has continued to make little or no progress, then the need for a Statutory Assessment will be considered.

7. Removal from the SEND register

The SEND register is fluid, which means that children do not necessarily remain on the register if they are identified as making sufficient progress and provision over and above QFT is no longer required.

If a child is on the SEND register, their progress is monitored through the following:

- Termly analysis of data to track individuals progress over time
- Tracking progress through specific interventions
- SEND support plans
- Pupil progress meetings

If children are identified as making sufficient progress and provision over and above quality first teaching is no longer required, conversations between the SENCO and teaching staff will take place.
It will be discussed as to what provision would be required to remain in place and parents will be invited in to discuss the progress the child has made. Through collaboration and agreement with parents, children will be removed from the register and will be recorded as Cause for Concern. Strategies will be recorded on the child's Cause for Concern and saved in their folders, ensuring this information is passed on to appropriate members of staff as and when required.

Children's progress will continue to be monitored through whole school policy and if it is identified that further support is required, the graduated response will be implemented as above.

8. The role and responsibilities of the SEND Co-ordinator

At Brooke Primary Academy the SENCO will be responsible to ensure that the provision is tailored to meet the needs of the child through:

- ensuring the Academies SEND policy is implemented
- supporting all staff in the implementation and delivery of SEND throughout school
- identify training needs of staff to develop expertise
- managing and storing records of all children with SEND
- working in partnership with parents
- implementing effective transition for SEND pupils both within school and when leaving/attending our setting
- liaising with all relevant external agencies
- co-ordinating and developing an outcome led termly review which will identify next steps and provide advice and strategies to support the child in class
- ensuring that children who are working below age related expectations will receive the appropriate interventions and strategies are tailored to their outcomes.
- work sampling and moderation
- observations of the child to monitor the provision and support delivered in class

9. Partnership with parents

Our Academy understands the importance of working closely with our parents as they hold the knowledge and understanding of the child from birth and in the home environment. Therefore, we aim to develop effective and positive relationships with our parents/carers to promote the best outcomes for our children. We aim to do this by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome and valued
- encouraging parents and carers to inform school of any difficulties they fee their child may be having or other needs their child may have which need addressing
- instilling confidence that the school will listen and appropriately.
- focussing on the child's strengths as well as areas of additional need
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets
- making parents and carers aware of sources of information, advice and support
- providing all information in an accessible way for parents with English as and Additional Language
- producing an SEND Information Report that will be published on the school website.

10. Involvement of Children

We believe that all children have the right to be involved in making decisions and exercising choice. In most lessons, our children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully (if age appropriate) by encouraging them to:

- identify their own needs and how they learn best
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- monitor their success at achieving the targets on their SEND Support Plan
- create a One Page Profile (which will be updated termly) of their likes, dislikes, family, friends, strengths needs and aspirations.

11. Request for statutory education, health and care assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate

to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted and parents will be kept informed throughout the process through the school SEND co-ordinator.

If a child is issued with an Education, Health and Care Plan, provision identified in Section F of the Plan will be implemented and quality assured by the SENCO through learning walks, observations and monitoring of provision. Termly reviews will occur to review their short term targets and an annual review will be held once per year to review the medium and long term outcomes and the nature of the provision in place.

12. Personalised learning

At Brooke Primary we understand that personalised learning is key to a child's success. Specific strategies and interventions put in place will be personalised and relevant to the child's own particular needs. These strategies will be recorded with the child's SEN Support Plan. As part of this process, we seek the child's voice, as well as that of the parents, whose support is vital in achieving progress and maintaining it.

13. Access to the curriculum

We believe that all children have the right to a broad and balanced curriculum in which high quality teaching and adaptive teaching methods support meeting the needs of the child. By achieving this we ensure that children feel a sense of self-worth, they are proud of their achievements and develop feelings of success. In order to support this, teachers use a range of strategies to meet the needs of children with Special Educational Needs. They receive specific training on adaptive teaching methods and scaffolding work effectively, as well as understanding the different learning styles of children. The use of assessment allows teaching staff to understand the needs of the child more effectively and tailor the learning to their specific requirements.
All teaching strategies and personalised provision will be identified to ensure they achieve their targets.

The engagement model is statutory from September 2021. This is an assessment tool that teaching staff will use to support children working below the national curriculum standard and is based on regular observations which help to capture a child's progress. The five areas that the tool assesses are:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

If a pupil is being observed using the engagement model, parents will be informed and regular updates on their progress will be provided.

Wherever possible, we do not withdraw the child from the classroom, although there are times where we feel that the child may be best supported in one to one or small group situation outside of the classroom environment.

14. The Branches (Social, Emotional and Mental Health) provision

The Branches is a provision funded by the Local Authority which is aimed to support children with identified social, emotional and mental health needs within KS2 (Years 3-6). All children who attend the Branches have an Education, Health and Care Plan in place. Children who attend the Branches are on roll at Brooke and have opportunities to access the mainstream setting at appropriate times, based on the individual needs of the child.

The vision for children who attend the Branches is that they will access a broad and balanced curriculum with additional opportunities to support their social, emotional and mental health needs. The curriculum is planned following the same approaches as the whole school, but it is highly adapted to meet their needs and support academic progress from their individual starting points. Children's progress is monitored against their Educational, Health and Care Plan targets, as well as through whole school assessments and processes as identified above. When appropriate, they will begin to access the mainstream class they are allocated to with the vision that they will then transition into the mainstream setting full time.

Staff within the Branches are trained in taking a trauma informed approach and receive regular supervision from external agencies, such as the Educational Psychology Service, ASCETS and the SEN Team within the Local Authority. This ensures that staff are kept up to date with the strategies that can be used to support children and provide the most effective provision to meet the needs of individual pupils.

15. Allocation of resources

Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will use this budget to contribute to meeting additional needs above the usual teaching and learning entitlement.

The SEND co-ordinator is responsible for the operational management and resourcing of special educational provision within the school, including that of children with an Education, Health and Care Plan. The head of school and SEND co-ordinator informs the governing body of how the funding for special educational needs provision has been deployed.

16. The role of the governing body

The governing body reviews the SEND policy annually and it is their responsibility to challenge and ensure the policy is put into practice. They guarantee that teachers are aware of their responsibility towards children with special educational needs and ask probing questions regarding the use resources and the delegation of funds.

17. Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

18. Links with Other Services

At Brooke Primary we are proud of our links with outside agencies. Through discussions with parents, class teachers and monitoring of progress through the assess, plan, do, review process, the decision will be made as to whether or not support is required from outside agencies. The SENDCo will refer in to these services if it is felt that additional advice is required to support meeting the needs of your child.

Effective working links are maintained with:

ASCETS – Autism Specialist Teaching Service

BOSS – Behaviour Outreach Support Service

HI/VI team (Hearing/Vision Impairment Team)

With Me in Mind – Children's Mental Health and Wellbeing

CAMHS – Child and Adolescent Mental Health Service

Speech and Language Therapy Service

Occupational Therapy

Educational Psychology Service

Advice and support for parents is also available from the following agencies:

The Special Educational Needs Team: Contact number: 01302 737211 or email sen@doncaster.gov.uk. If you require support with the Doncaster EHCP Hub then please email doncaster.ehchub@doncaster.gov.uk .

SENDIAS

Doncaster Parent Voice

Your Family

19. Information on where Doncaster Local Authority's Local Offer is published

https://www.doncaster.gov.uk/services/schools/local-offer-send

This SEND Policy was updated in July 2026 and will be reviewed annually by the Governing Body.