Special Educational Needs and Disability (SEND) Policy
Completed by: SENCO Partnership team representatives
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Brookside Primary School
Special Educational Needs and Disability (SEND) Policy

Brookside Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to positive relationship (behaviour), anti-bullying, medical, equality and curriculum policies.

Brookside Primary School is part of Bicester Learning in Partnership (BLiP) which encompasses a group of 20 local primary and four secondary schools, working together to improve provision for children with SEND. SEND Information about each school is available from their websites and explains how the individual school supports children and parents. The website also includes a link to Oxfordshire's Local Offer for parents and children with SEN and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. It should be read in conjunction with the SEND Information Report which is updated annually and outlines the provision at Brookside Primary School.

The SEND staffing at Brookside Primary School
Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the **SENDCo Mr J. Watt** via the School Office. Please make an appointment with the school office if you wish to speak to the SENDCo.

Defining SEN
The 2014 Code of Practice says that:

"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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."
2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

In line with the SEND Code of Practice, SEND is broadly categorised within four areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs.

SEN at Brookside Primary School
At Brookside Primary School we recognise that all children have a right to access the whole school curriculum and a difficulty or disability should not be a barrier to learning. We believe in providing a broad and balanced curriculum for children that prepares them for life as a young adult and has real life opportunities within it.

Quality First Teaching underpins all learning for children at Brookside Primary School, and every teacher is accountable and responsible for the learning of every child in their class, including those with SEND.

Our objectives are:

- To identify and overcome at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves their full potential
- To enable all children to participate in an accessible broad balanced curriculum which is appropriately differentiated
- To value and encourage the contribution of all children to the broader life of the school
- To work in partnership with parents/carers, acknowledging their importance and depth of knowledge about their child
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training linked to identified needs, both on a partnership and individual school level and advice to support quality teaching and learning for all pupils.

In September 2026 around 18% of children at Brookside have SEND. 9% have EHCPs (Education, Health and Care Plans) and 9% are at SEN Support. All teachers expect to have, and adapt for, children with SEND in their classes.

Types of SEND which we currently have in school, during 2026-2027, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis of:

Communication and Interaction

- autistic spectrum and language disorders

Cognition and Learning

- dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impaired, visual impairment, motor difficulties

Identifying children at SEN support

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
    - 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
- Teachers will use the Oxfordshire County Council SEND Indicators Tool, the Ordinarily Available SEND Provision document and the Inclusive Support Series to support their assessment of children in their class who may have SEND.
- The school's graduated approach is informed by Oxfordshire's Ordinarily Available SEND Provision guidance and seeks to ensure that needs are met at the earliest stage through appropriate adaptations and reasonable adjustments.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and have a measured approach to addressing them. Frequently, the concern can be addressed by Quality First Teaching in partnership with parental support. The school will put in place appropriate strategies, personalised adaptations or differentiation and/or interventions. If concerns still exist the child is placed at SEN support on the SEN register (shown as K on a child's school record). All decisions will be made in consultation with parents/carers.

The partnership of SENDCos has a bank of assessment tools to enable schools to undertake a range of standardised tests with children. We can use these assessments to add to and inform teachers' own understanding and assessments of a child's strengths and needs. The Bicester Partnership also employs an Educational Psychologist who can conduct further diagnostic assessments on pupils to support the school in meeting their needs.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to discuss with the SENDCo or GP if they think their child may have ASD or ADHD or some other disability. If advised by the GP then the school can make a referral to NHS CAMHS. If you would like to do this, then please speak to the school office to make a telephone appointment with the SENDCo.

Issues which are not SEN:
It is important to point out the circumstances which are **not** classed as SEN, but which may hinder progress and attainment:

- Attendance and Punctuality (please see the Attendance Policy for more information)
- Health and Welfare
- English as an additional language (EAL)
- Children who have recently begun school in the UK having been taught overseas
- Being in receipt of Pupil Premium (or Pupil Premium Plus) Grant
- Being a Child We Care For, previously cared for or adopted
- Being a child who has a social worker or has had a social worker
- Having a parent or close relative in prison
- Being a child of a serviceman/woman
- A disability does not automatically constitute SEND, although many disabled children and young people also have special educational needs.
- Having behavioural difficulties where an underlying cause has not been identified

Disadvantaged children do not necessarily have SEND.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

The most important person in a child's education is the parents or carers of that child. They have the ability to have the greatest impact on their child's academic, social and emotional progress. There are numerous activities which are best carried out at home which will form part of any SEN Pupil Profile which is included. Teachers enjoy working with parents to provide them with guidance on how to support their child at home.

The views, wishes and feelings of the child will be sought and taken into account when planning, delivering and reviewing SEND provision. Pupils will be supported to participate in decisions about their education in ways appropriate to their age and understanding.

Once a child has been identified as having SEN, the class teacher will invite the parents/carers to a meeting to:

- formally let them know that their child is being placed at SEN Support
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' as outlined in the Code of Practice (2014).

Depending on the appropriateness, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting three times a year to review progress made, set targets and agree provision for the next term. These meetings may be during an extended parent consultation or may be a longer meeting.

Parents are able to gain more support from the Oxfordshire County Council's Local Offer website.

The school recognises the importance of promoting good attendance for pupils with SEND and works collaboratively with families to identify and remove barriers to attendance where these arise.

Brookside School will work with outside Government agencies. Copies of all reports provided either on paper or digitally must be retained in school and passed to a pupils new school. Brookside School will consider whether to work with private agencies (such as speech and language therapists) on a case-by-case basis. When considering this we will look at the impact on the pupil and other pupils. Any private agencies will need to provide evidence of appropriate safeguarding training, DBS checks, professional qualifications and public liability insurance. Any costs for these adults will be met by the parents.

Paperwork for children at SEN Support

Once a child has been identified as needing SEN support the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find difficult and what helps them to achieve. This is usually completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year
- Termly, at progress meetings, progress is reviewed and views recorded. The plan records specific outcomes for the child to achieve in a term, together with the personalised provision (which may be one to one or in a small group) put in place to enable the child to achieve these. The personalised provision will include activities both at school and at home
- The provision includes support which will be offered by other professionals, such as the speech and language therapist, and also support which can be offered by the parents at home
- The provision includes suggestions of what should be done at home to support the child with their development at home and at school. The child's education remains the responsibility of the parents, as they know their children best, and therefore it is important that parents continue to provide support for their child whilst they are not at school. Parents are encouraged to support regular reading and other agreed learning activities at home as part of a shared partnership approach.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision
- There are a number of professionals involved with the child and it is important to formalise a shared vision for the child

Requests for Education, Health and Care Needs Assessments are considered on an individual basis where a child may require provision beyond that which is ordinarily available through SEND Support. The need for an EHC Needs Assessment is determined by the child's level of need rather than any specific diagnosis or educational placement. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Parents are able to apply for an EHCP Needs Assessment themselves or can work with the school to complete this application. An EHCP Needs Assessment will be considered by the Local Authority and may lead to an assessment being conducted.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their wishes and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting and state the desired outcomes.

Further support with this process can be found on the Local Offer and additional help can be sought from SENDIASS. Information about these services is available in the Brookside School SEND Information Report on the School website.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential engaging in 'hard work' they can do. Children with SEN and disabilities are entitled to be taught by their teacher and when appropriate be supported in their learning by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

We believe that all children are an equal part of the class in which they are taught and believe that all children, whatever their SEND need, deserve to be taught alongside their peers in the classroom. Teachers and teaching assistants make carefully considered adjustments to ensure that all children are able to access the learning in the classroom. Sometimes children will be taught outside the classroom during a lesson, this is usually to provide a quieter space for a small group to work, to allow them to complete the same work as their peers alongside a teaching assistant.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN support are deliberately challenging in an attempt to close the attainment gap between the children and their peers and to allow them to make progress in their learning. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned usually for a time specific period
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow the child to demonstrate their transferral of skills in the whole class environment.

The SENDCo and Senior Leadership Team monitor interventions to evaluate their effectiveness as part of the whole school provision map.

Adaptations and Adjustments to the curriculum, teaching and Learning Environment

Our school is disability friendly. Please refer to our Equality Policy and Access Plan.

Other adaptations to the physical environment are made, as appropriate, to accommodate children with other needs.

All of our classrooms are inclusion friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, developmental co-ordination disorder or ASD. Most of our

children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adjustments, curriculum content and ideas can be simplified and made more accessible by using visual, tactile, auditory and concrete resources.

Some children may be taught, as part of our universal offer, outside the main classroom either individually or as part of a small group. These will be children with an EHCP and likely to be those where specialist provision is being considered or has been requested and this is a short term solution until specialist provision is provided by the Local Authority.

Access to extra-curricular activities
All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise
All of our teachers are trained to work with children with SEND. Some are very experienced, and all teachers have access to advice, information, resources and training to enable them to teach all children effectively. We offer training opportunities through access to in-house or Local Authority training, provision of books or guidance towards useful websites and other materials. We have good links with a range of outside agencies with specific areas of expertise and utilise these services where appropriate. The Bicester Partnership of schools buys into the service of an Educational Psychologist.

The SENDCo of Brookside Primary School is an experienced SENCo who offers training, advice and shares resources with staff.

The school is able to access or buy-in additional expertise from the local authority or the National Health Service where appropriate. The school gets support from the Oxfordshire School Inclusion Team (OXSIT) and OCC SENDISS throughout the year.

Children with social, emotional and mental health needs
Behaviour is not classified as a Special Educational Need. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a Strengths and Needs Form with the family and support the child through the process of regular meetings which identify desired outcomes and how these outcomes can best be achieved. This will result in involvement with the Locality and Community Support Service which is part of the Children's Social Care team at Oxfordshire County Council. This may be led by the Deputy Headteacher/SENDCo or the Home School Link Worker.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to the Children and Adolescents Mental Health Service (CAMHS) or other specialist. Schools are unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school. A referral to the Community Paediatrician will need to be sought from the family doctor or health visitor before a child turns five.

The school works with the Mental Health Support Team who provide additional support to parents, pupils and school staff. This is part of the NHS CAMHS service in Oxfordshire.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained Learning Mentors or TAs who develop good, trusting relationships with the children. Outside agencies may be contacted if this is appropriate.

All children's behaviour is responded to consistently in line with our Behaviour Policy, reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the bully and the victim to improve their social interactions and skills.

Transition Arrangements

We understand how difficult it can be for children and parents as they move into a new class or a new school. We make an action plan according to the individual needs of the child, to make transitions between classes/schools as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment/school
- Where appropriate opportunities to take photographs of key people and places in order to make a transition book.
- Provide additional time for children in small groups/individually to express their concerns and to address them.

Enhanced transition arrangements are tailored to meet individual needs. We have strong links with our partnership schools within Bicester. We have strong links with our main feeder secondary schools and meet with the Head of Year 7, SENDCo and DSL at all secondary schools who receive pupils from Brookside.

Designated Safeguarding Lead and SEND

Brookside Primary School recognises that children with SEND can be more vulnerable to abuse, neglect and exploitation. The SENDCo and Designated Safeguarding Lead work closely together to identify and respond to safeguarding concerns, ensuring that barriers to communication do not prevent pupils from being heard and protected. All safeguarding procedures are informed by the school's Child Protection and Safeguarding Policy.

Staff recognise that children with SEND may have additional barriers to recognising, reporting or communicating concerns and may be disproportionately impacted by bullying, online harm and exploitation.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- termly pupil progress meetings
- review of SEND outcomes
- analysis of attainment and progress data
- attendance and behaviour monitoring

- pupil and parent feedback
- provision map reviews
- SEND governor monitoring visits
- external professional advice where appropriate

Governors
It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014 and the Equality Act 2010.

The Governor with particular responsibility for SEND meets with the SENDCo at least termly to discuss actions taken by the school. The SEND Governor provides strategic oversight of SEND provision, monitors the effectiveness of provision, ensures statutory duties are fulfilled and reports findings to the Governing Body.

Complaints
The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

Any complaints are taken seriously and are heard through the school's complaints policy and procedure.

The Local Offer
The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Oxfordshire's Local Offer is available from the website https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer

Equal Opportunities
The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Review Framework
The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

APPENDIX ONE

Learning Adjustment/Adaptive Teaching Expectations
Brookside Primary School

Aims

At Brookside School we provide an inclusive curriculum that is accessible to all pupils. We provide both challenge and support in a variety of ways across all subjects to ensure that all children are able to access and show their learning in the best way they possibly can and to ensure that they can access all learning that is appropriate to both their age but also their current academic, social and emotional achievement. We ensure that children or all abilities are supported both inside and outside the classroom to allow them to make progress in their learning. We also ensure that all subjects require specific skills to be taught, that all tasks are fit for purpose and that tasks are appropriate for the lesson they are learning in.

What do we mean by adjustments/adaptive teaching?

In order to address the needs of all pupils and to ensure that everyone is able to access learning on a variety of different levels, we make adjustments to how children can show their learning. The adjustments to learning are considered during the planning process but might also be adapted during the lesson, reflecting the needs of a child at that time. These adjustments may be made by the teacher or the teaching assistant who is working with those children during the lesson. Adaptive teaching allows for teacher and teaching assistants to adjust their teaching according to the pupils needs before and during the lesson. This is monitored by the teacher following the lesson for immediate feedback and adaptation of the next lesson or intervention.

Teachers and teaching assistants may use time in the afternoon to complete additional work with children, this would be seen as an adjustment. This will allow the child to consolidate the learning from the morning (post-teaching) or prepare them for the work for the next lesson (pre-teaching).

Adjustments can be made for all pupils in class whether they be children working at age related expectations, at a greater depth or working towards the age related expectations.

Adaptive teaching is intended to enable pupils to access the same ambitious curriculum as their peers wherever possible, rather than providing a separate curriculum or lowering expectations.

We can make adjustments for a child's learning beyond the lesson. At Brookside we have Learning Mentors, the Home School Link Worker and outside agencies who can support us with making these adjustments.

- Speech and language therapist
- Communication and interaction specialist teacher
- Physical disability, sight and hearing specialist teachers
- Occupational therapists
- Mental Health Support Team and CAMHS

Many of the approaches listed below may constitute reasonable adjustments under the Equality Act 2010 and will be implemented according to individual need.

Adjustments at Brookside Primary School	
Pupil Profiles Mixed ability seating arrangements/pairings Small support groups Help stations Quiet space to work Photographic evidence of tasks Personalised reward charts -task completion Carefully chosen seating plans Task choices Varied feedback styles Tandem teaching (teacher and TA) Writing frames Task choices Choose your own activity (folders) Visual timetable Wellbeing/calm space	Resources on tables Change of learning setting Writing utensils personalised My turn/your turn approach Visual prompts Think, pair, share Carousel activities Team tasks Ask the teacher True or false 'Information detectives' Different tasks - appropriately adapted levels of support and challenge Do it yourself (self-led projects) Practical activities Manipulatives Learning Mentor / Home School Link Worker

Communication and Interaction (C&I)	***Cognition and Learning (C&L)***
Personalised box of resources Personalised sensory audit and checklist Now and next boards Alternative activities (coloured folders) Safe spaces Different coloured paper Ear defenders Wobble cushions Fiddle toys Weighted blankets and animals Support cushions Elastic on chair Music played/not played Learning breaks Movement breaks Less text used Talking tins Quiet work station	Different coloured paper Overlays Coloured backgrounds on whiteboards Well-chosen fonts/spacing Laptops to type Voice recognition software – dictation Typing games Scribing for a child Word mats Letter mats Photocopy whiteboard work Printed tables to complete Cutting out minimised Less text used Write and wipe Writing frames Mind mapping Talking tins Now and next boards Visual timetables Widget symbols

Social, Emotional, Mental Health (SEMH) Learning Mentors Rainforest Room Safe spaces Use of calming activities Wobble cushions Fiddle toys Weighted blankets and animals Wellbeing check-in boards and areas Worry boxes/monsters Pupil voice packs	***Sensory and/or Physical difficulties*** Personalised sensory audit and checklist Manipulatives Different coloured paper Overlays Coloured backgrounds on whiteboards Carefully chosen seating plans Fine motor activity Ramps in and out of classes Visual prompts Calm spaces