# Brunton First School

# Special Educational Needs and Disability Policy

**Mrs S Lee, SENCo**
**September 2025**

**This policy should be read alongside the school's Accessibility Plan, Annual SEN Report and the Parents/Carers' SEN Information Guide. Together they include details of:**

- **The school's admission arrangements for pupils with SEN or disabilities**
- **The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils**
- **The facilities provided to assist access to the school by pupils with SEN and disabilities.**

**(Children and Families Act 2014, Part 3)**

**SENCO:** Mrs Sophie Lee – telephone **0191 2170045**

The SENCO is a fully qualified teacher and is a member of the Senior Management Team. She is the school's **Inclusion Officer**.

**The governor responsible for SEND** is Cristina Wigg.

**The designated teacher for child protection** is Mrs Bev Armstrong.

**The designated member of staff responsible for managing pupil premium** is Mr Mark Horsfall

**The designated member of staff for Looked After Children** is Mrs Bev Armstrong

**The designated member of staff responsible for co-ordinating medical needs** is Mrs Sophie Lee.

**Introduction**

At Brunton First School we believe that every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. Brunton First School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood (expand here what your school does for preparing for the next phase of education and in preparation for adulthood.
Throughout this policy, and the following documents, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others:

- Accessibility Plan,
- Anti-Bullying Policy,
- Behaviour and Positive Relationships Policy,
- Equality Policy,
- Parents/Carers' SEN Information Guide,
- Annual SEN Report.

**Objectives:**

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special

Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2018, Supporting pupils at school with medical conditions 2014

- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

**Admission Arrangements:**
The Governing Body is the Admissions Authority of this school and is responsible for determining the schools' admissions policy. Brunton First School will admit pupils in line with the school's admissions policy and ensure that children with a SEN or disability are not treated less favourably than other children in accordance with national legislation, together with the Equality Act 2010. This includes pupils with any level of SEND. Children who have an Education, Health and Care Plan which names the school will be admitted to the school.

For access to the current admissions arrangements please visit
Policies - Brunton First School

**Roles and Responsibilities:**

**The Special Educational Needs Coordinator (SENCO):**
• overseeing the day-to-day operation of the policy
• coordinating provision for pupils with SEN
• liaising with the designated teacher where a looked after pupil has SEN
• advising on the graduated approach to providing SEN support
• advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• liaising with parents of pupils with SEN
• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
• being a key point of contact with external agencies, especially the local authority and its support services
• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
• working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
• ensuring that the school keeps the records of all pupils with SEN up to date

**The class teacher:**
• Set high expectations which inspire, motivate and challenge pupils
• Promote good progress and outcomes for pupils
• Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN

• Work closely with support staff in the planning and monitoring of interventions
• Make accurate and productive use of assessment to inform the four part cycle
• Manage behaviour effectively to ensure a good and safe learning environment
• Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
• Communicate effectively with parents with regard to pupils achievements and pupils well-being

**Looked after children (LAC)**
The SENCO and designated teacher meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. If a Looked After Child has an SEN then SEN reviews and PEP meetings will be coordinated and where possible meetings are held on the same day.
The designated member of staff for looked after children is Mrs Bev Armstrong.

**Access to Facilities and Provision:**
Please refer to school's accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

**Allocation of Resources:**
The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the local authority.

**Access to the Curriculum**
The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our Parents/Carers SEN Information Guide and Annual SEN Report provides a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. Pupils are offered the same opportunities to become student council members and to represent the school in the wider community e.g. in sporting activities within the Gosforth Trust of schools, taking part in the Gosforth Voices choir or representing the school in community activities. Pupils are also given the same opportunity to take part in after school clubs that are offered termly.

**Identification, Assessment, Planning and Review Arrangements:**
Brunton First School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)
School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEN support and is updated each term.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are not SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

**SEN support – four part cycle**
The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

**Assess**
The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

**Plan**
Parents will be notified through review meetings of any adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system.

**Do**
The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

**Review**
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEN team, SEN and Disabilities Outreach Service (SENDOS) and, when appropriate, Social Services and Looked After Children Team.
Further details on provision for pupils with SEN can be found in the Parents/Carers' SEN Information Guide

**Additional Top Up Funding**
Where a pupil's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the local authority.

**Education, Health and Care Plans**
Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

**Further details on provision for pupils with SEN can be found in the Parents/Carers' SEN Information Guide**

**Parents/Carers' SEN Information Guide**
This guide, and the Annual SEN Report, can be found on the school's website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

**Transition Arrangements**
Transition is carefully planned to ensure success both within school and from setting/school to setting/school. The SENCO works alongside staff to support daily transition arrangements as well as between classes / key stages / phases. Planning for children to make transitions between settings ensures parents/carers are fully involved in the planning. Key professionals are always invited to support transitions and to ensure liaison with the next school. Key information about SEN provision is shared with the next school /setting through the review process.

**Partnership with Parents/Carers:**
Brunton First School works hard to develop relationships with parents / carers. We value their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. If necessary, interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. The SENCO is proactive in supporting parents in a variety of ways, including liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs as required.

**Pupil Participation:**
The views of all pupils are valued. Pupils with SEN are supported to be involved wherever possible in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed on a termly basis with an adult the pupil feels at ease with. Pupils in Key Stage 2 are invited to attend their termly review meeting. However, parents/ carers sometimes feel that it is not appropriate for their child to attend. This view is carefully considered and assurance that the pupil's voice is always sought.

**Monitoring and Evaluating the Success of Provision:**
A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils.
- Regular meetings between SENCO and head teacher / SENCO, key stages and subject leads
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEN

For further details see Annual SEN Report:

**Staff Development:**
The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Early Career Teachers are offered support and in school training by the SENCO. See Annual SEN Information Report for details.
The Gosforth Trust has agreed to support training needs using the expertise within the Trust. The Trust SENCOs meet regularly and training needs are identified and discussed.

**Medical Conditions**
Brunton First School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

**The Complaints Procedure:**
Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or Head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the Local Authority will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

**This SEN and Disability policy will be reviewed and amended annually**

| Date | Reviewed/Updated | Staff involved |
|---|---|---|
| October 2016 | Stakeholders consulted on content | Staff and stakeholders |
| November 2016 | Comments collated and documents updated | D Cooley<br>B Armstrong |
| November 2016 | Agreed by governor for SEN | D Cooley<br>V Hay |
| November 2016 | Agreed by curriculum committee | Curriculum committee |
| October 2017 | Reviewed and updated | D Cooley<br>B Armstrong |
| May 2018 | Agreed by Staffing and Finance | Staffing and Finance committee |
| September 2018 | Change of SENCO agreed by Governing Body | B Armstrong<br>G McKay<br>H Sykes |
| September 2019 | Updated | B Armstrong |
| November 2019 | Approved by Governors | Governors Staffing and Finance committee |
| October 2020 | Approved by Governors | Staffing and Finance committee |
| October 2021 | Approved by Governors | Full Governing Body |
| December 2022 | Approved by Governors | Full Governing Body by email to be ratified formally in the reconvened meeting in January 2023 |
| November 2024 | Approved by Governors | Full Governing Body |
| October 2025 | Approved by Governors | Full Governing Body |