



SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

This Policy was approved by Governors in:	April 2025
This Policy was shared with staff in:	April 2025
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place at regular intervals	
The Policy will be reviewed annual or more regularly if needed.	
Date of Review:	February 2025
Date of next Review:	February 2026

SECTION 1: Compliance

This policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENCO in conjunction with the SEN Governor and in keeping with the spirit of new legislation the SENCO has also liaised with staff, parents of children with SEND and other stakeholders.

This Policy has been created to be read alongside other school policies including:

- Anti-Bullying
- Accessibility
- Equality
- Behaviour Policy
- Meeting medical needs
- Safeguarding and procedures
- SEND Information Report

Contact details

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Key Principles, values and beliefs

At Poverest Primary School we aim to meet the definition of Special Educational Needs (SEND), as stated in the Code of Practice.

Special Educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a child may have a Special Educational Needs/Disability.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. At Poverest Primary, we believe that a teacher is a teacher of all children including those with SEND.

The Disability Discrimination Act identifies the fact that some children with disabilities may have learning difficulties that call for special educational provision. However, not all children will require this provision. We will assess each child as required, and make the appropriate provision, based on their identified needs.

SECTION 2: Aims and Objectives

Aim

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations and aspirations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Objectives

1. To identify and provide for children who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a “whole child, whole school” approach to the management and provision of support for special educational needs through high quality teaching
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEND Policy
5. To provide support, advice and training for all staff working with children who have special educational needs

SECTION 3: Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children’s special needs as early as possible. The skills and levels of attainment of all children are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, we will not fit a pupil into a category, but ensure we address individual needs. As part of this process the needs of the whole child will be considered.

The school also recognises that other factors may influence a child’s progress and attainment, but do not necessarily mean that the child has a special educational need. These might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant (PP)
- Being a looked after child (LAC)
- Being a child of Service personnel

A rigorous system of progress monitoring across the school takes place on an at least termly basis. This identifies children who are not making expected progress and may include progress in areas other than attainment, such as social skills and engagement.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. In such cases, there will be dialogue between the child’s class teachers, parents and SENCO and, if appropriate, the school’s senior management team will also be involved. Together a plan will be made to help support the child in managing their behaviours. In some instances a referral may be made to external agencies to support the school in understanding how better to support the child.

Promoting social, emotional and mental well-being:

Children need to feel valued, confident and secure to make maximum progress in their learning. Poverest Primary School is committed to promoting the social, emotional and mental well-being of our children through a range of activities. These include:

- *Playground buddies/Peer mediators*
- *Social skills groups*
- *Counselling*

- *Play therapy*
- *The Meadow - Poverest's Nurture Room*
- *Circle Time*
- *PSHE & C sessions (Jigsaw)*
- *Themed assemblies*
- *Support from our Family Liaison Officer*

At Poverest Primary School we operate a process of Assess – Plan –Do- Review for all children within the school who have been identified as having SEND.

Assess – this will involve detailed formative and summative assessments to identify the individual's barriers to learning. It may involve assessment by external agencies such as the Educational Psychology Service, Speech and Language

Plan: advice and recommendations will be incorporated into individual support plans / provision maps (reflecting the school system & terminology). Drawn up in consultation with the class / subject teacher and parents and SENCO.

Do: Interventions are put in place, following any recommendations. Interventions will be reviewed regularly.

Review: The effectiveness of any interventions will be monitored and interventions adapted to meet individual needs – further advice will be sought where necessary.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through class or individual provision maps. The effectiveness of interventions is regularly monitored on an at least termly basis through pupil progress reviews which are held between teachers, SLT members and the SENCO. Individual pupil targets are assessed as part of the school's cycle of progress monitoring.

While the needs of the majority of children will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children may be available from the local authority and this is applied for and granted where required through applications between the SENCO and the local authority. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Funding Inclusion Plan (FIP) will be put in place in consultation with parents and children. Thresholds for funding are related to need and can be found in the Banded Funding Guide through the Bromley SEND Matters local offer.

Where children require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

SECTION 4: CRITERIA FOR EXITING THE SEN REGISTER

During the termly pupil progress meetings whether to remove a child from the SEND register may be considered. Removal from the SEND Register will be dependent on a number of factors including: the child making good progress against their individual targets, the academic gap between themselves and their peers having been closed and whether progress has been sustained over time. If a decision is made to remove a child from the register then parents/carers will be informed of the decision and the reasons why. A child can always be placed back on the SEND Register at a later date if necessary.

SECTION 5: SUPPORTING CHILDREN AND FAMILIES

- Support that is available for children with SEND and their families from the Local authority is set out in the LA Local Offer
<https://www.bromley.gov.uk/special-educational-needs-disability-send-local-offer>

- Support that is available for children with SEND and their families from the Poverest Primary school is set out in the school's SEND Information Report which is available on the school website
- Support that is available for children with Medical Conditions is set out in the schools Managing Medical Conditions Policy
- Admissions arrangements are set out in the School's Admissions Policy

SECTION 6: SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that children at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

SECTION 7: MONITORING AND EVALUATION OF SEND PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all children is ensured by regular audits, sampling of parent, pupil and staff views. Governors also monitor the SEND provision through termly meetings with the SENCO. The school undergoes an active process of continual review and improvement of provision for all children.

SECTION 8: TRAINING AND RESOURCES

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where children present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children.

The SENCO regularly attends the Local Authority SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO also attends local cluster group meetings to share good practice.

SECTION 9: ROLES AND RESPONSIBILITIES

Role and Responsibility	Name
SEN Governor	Mrs S Tysall / Mrs A Willis
SEN Teaching Assistants Line Manager	Mrs G Mills
Designated teacher with specific Safeguarding Responsibility	Mr P Haylock
Responsibility for Pupil Premium	Mrs E Wilson

Responsibility for LAC funding	Mrs E Wilson
Responsibility for managing school's responsibility for meeting the medical needs of children	Mrs K Boorman

SECTION 10: STORING AND MANAGING INFORMATION

Documents associated with a child's SEND may be stored in either hard or soft copy. Hard copies are stored securely in the SENCO's office and soft copies (electronic copies) are held securely on the school server which can only be accessed with the appropriate passwords.

SEND information is kept on the premises for the duration of the time the child is at Poverest. On request they will be transferred to the new school or secondary provision.

Also SEND information is kept confidentially and is only shared on a need to know basis with staff and outside professionals. Parental permission will be sought before sharing or making referrals to outside agencies to support a child's SEND needs.

SECTION 11: ACCESSIBILITY

Statutory Responsibilities

The DDA as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled children and to implement their plans. Schools are required to produce an Accessibility Plan. See our DDA policy and Accessibility Plan for more information.

SECTION 12: DEALING WITH COMPLAINTS

Please refer to the school Complaints Policies and Procedures.

SECTION 13: BULLYING

Poverest Primary School is an inclusive school that works hard to safeguard the needs of children with SEND and minimise the risk of bullying of vulnerable learners. We aim to achieve this through a whole school ethos of celebrating and understanding differences through our PSHE scheme 'Jigsaw' and by supporting those children with SEND by providing them with the skills to become independent and resilient learners.

See our Anti-bullying Policy for more information

SECTION 14: THE MEADOW (NURTURE ROOM)

Nurture interventions were started in 1969 by Marjorie Boxall, an Educational Psychologist. Nurture interventions are for those children who are unable to access learning successfully in their classroom. This may be due to fragmented or deprived early childhood experiences, learning difficulties or disorders on the autism spectrum. At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.

Nurture Groups at Poverest were set up in 2024-2025 after it was identified that there were children who needed some extra support in emotional wellbeing and behaviour management. We have embedded nurture throughout the school to ensure there is a clear emphasis on a nurturing approach

as a universal pedagogy to support children and young people's wellbeing, whilst recognising the need to develop targeted approaches where appropriate. As a school, we recognise that outcomes for children and young people can be improved by improving practice at different levels within the school and we want to ensure everyone involved has the capacity to play their part effectively.

All children at Poverest are assessed using an assessment tool called Boxall Profile to identify a personalised programme embedding social and emotional skills for them. Reassessment is carried out twice a year, formally by class teachers in January and July. Boxall profiles may need to be completed throughout the year to help track disengagement or underlying issues. The Nurture leader will review whole school progress, lead whole school training and develop links within the local and wider community.

Aims

- To provide a flexible, preventative resource and intervention, which is responsive to the particular needs of the children attending the school and links into Poverest's SEND and Behaviour and Attendance Policies.
- To provide on-going assessment and support all children showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
- To provide a secure and reliable setting where children can learn by experiencing nurturing care from caring adults who actively work towards enabling the development of relationships between adults and children, building trust, confidence and reliability.
- To help the children learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence, through close and trusting relationships with adults.
- To work in partnership holistically between parents and School staff to achieve consistency of approach at home and school.
- To provide a more intensive nurturing intervention outside of the classroom for children identified as most vulnerable.
- To have a predictable, calm and purposeful environment including safe spaces that develops the skills to self-regulate.
- To develop responsibility for self and others.
- To help children learn to make decisions and wise choices through understanding consequences of certain ways of behaving.
- To provide on – going assessment using the Boxall profile.
- To provide an environment that supports and listens to children, parents and staff.

Following Whole school Nurture consideration will have been given to child's individual needs, including:

- Strengths
- Communication needs
- Emotional and social needs
- Developmental needs
- Special educational needs
- Physical and sensory needs.
- Cultural background
- Life experiences

Understanding the Nurture Principles

Nurture is based entirely on six important values, the Principles of Nurture, which underpin the organisation and ethos at Poverest. More details can be found here: <https://www.nurtureuk.org/the-six-principles-of-nurture/>

- Children's learning is understood developmentally
- The nurture room offers a safe base
- The importance of nurture for the development of wellbeing
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children

Nurture Staff

Nurture trained staff

- The Nurture Leader- Mrs Christine Dale
- The Nurture Teacher – Mrs Melissa Banks

SECTION 15: REVIEWING THE POLICY

This policy will be reviewed annually.

SECTION 16: APPENDICES

The above mentioned documents and policies can be accessed through requesting a copy at the school office.