

LOVE, COURAGE & RESPECT

Learning and Achieving Through Love, Courage and Respect

BRIGHSTONE C.E. PRIMARY SCHOOL



Special Educational Needs and Disabilities Policy 2025 - 2026

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Revision record

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5	01.12.20	SB/DN	FGB	Minor Amendments
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8	December 2024	SB	FGB	Minor amendments
9	December 2025	SB	FGB	New policy to include the Resourced Provision/update links

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the SEN Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For more information about SEND services on the Isle of Wight, see the Local Offer: <https://www.iow.gov.uk/localoffer>

Mission Statement

Learning and Achieving Through Love, Courage and Respect.

Vision Statement

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to thrive and flourish in their own unique way.

1. Aims and objectives:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access a broad and balanced curriculum.
- Identify additional needs as early as possible.
- Provide high-quality teaching and personalised support.
- Work closely with parents/carers, carers and children so their views shape provision.
- Use resources and expertise effectively, including our new Resourced Provision (The Nest) for SLCN and/or autism.
- Work in partnership with outside professionals to meet more complex needs.
- Create a safe and inclusive school where every child feels listened to and respected

2. What is SEND?

A child is considered to have special educational needs or a disability (SEND) if they need support that is additional to or different from what is normally provided for children of the same age.

The SEND Code of Practice identifies four areas of need:

- **Communication and Interaction** - e.g. speech, language and communication difficulties; autism
 - **Cognition and Learning** - e.g. learning difficulties including specific learning difficulties such as dyslexia or dyscalculia
 - **Social, Emotional and Mental Health** - a term used to describe the range of challenges some children face in managing their feelings, building relationships, or regulating their behaviour.
 - **Sensory and/or Physical** - e.g. hearing or visual needs, medical or physical disabilities
- A child's needs may fall into more than one category.

3. Our Resourced Provision (RP), *The Nest*, for children with SLCN and/or autism

Brighstone C.E. Primary School hosts, The Nest, a specialist Resourced Provision for children with Speech, Language and Communication Needs (SLCN) and/or Autism Spectrum Condition (ASC). Children within The Nest access a combination of specialist teaching and mainstream integration based on their individual needs. Decisions about curriculum access are jointly made by the RP Teacher, class teachers and the SENCo, in consultation with parents/carers and external professionals. Children in The Nest may have a personalised timetable and extra support to help them take part safely and comfortably in school activities.

Our Resourced Provision places a strong emphasis on supporting a smooth and positive transition for pupils joining the setting. Prior to admission, staff work closely with parents and carers, the pupil's current school or preschool, and any involved professionals to gather key information and ensure appropriate support is in place. All transition plans are tailored to the needs of the individual child. This may include home visits, visits to the pupil's current setting, and transition meetings with families and professionals to discuss the child's needs, strengths and interests. Where appropriate, pupils are also offered opportunities to visit the provision and become familiar with the environment and staff. These arrangements help to build trusting relationships and ensure that each pupil's transition is carefully planned, supportive and tailored to their individual needs.

Key points:

- Places are allocated by the Local Authority through the EHCP process.
- All transition plans are tailored to the needs of the individual child.
- Meetings and visits will take place to ensure a smooth and positive transition into The Nest and into our school.
- The Nest provides specialist teaching, adapted environments, structured routines and therapeutic approaches.
- Children in The Nest remain part of our school community and will take part in mainstream learning and activities where appropriate.
- The Nest works closely with Speech and Language Therapists and other professionals.

4. Roles and Responsibilities

SENCo

Susan Boyd is our Special Educational Needs Coordinator, who:

- Oversees SEND provision across the school
- Works with staff, parents/carers and outside agencies
- Holds details of all SEND records for individual pupils

- Monitors progress and the provision for children with SEND across school
- Holds the National Award for SEN Coordination
- Reports to the Headteacher and SEND Governor

SEND Governor

Sarah Turvill is our SEND governor, who:

- monitors SEND provision
- meets regularly with the SENCo and headteacher

The Nest Lead Teacher

Lucy Aram is our Nest teacher, who:

- Delivers specialist programmes
- Supports communication and social development
- Liaises with therapists
- Plans integration with mainstream classes

Class Teachers are:

- Responsible for the progress and wellbeing of all children in their class, including those in The Nest when integrated

5. Admission arrangements

A place at Brighstone C.E. Primary School is available to a child with SEND provided that:

- a) The parents/carers wish the child to attend the school.
- b) The child's special educational needs can be met by the school.
- c) Other pupils will not be disadvantaged.
- d) Resources will be used efficiently.

Brighstone C.E. Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- In the terms on which the responsible body offers pupils admission to the school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education Health and Care plans and those without.

Admissions to the **Resourced Provision** are made **only by the Local Authority**.

6. Identifying Pupils with SEND

We aim to identify needs as early as possible through:

- Ongoing teacher observations
- Termly assessments
- Tracking progress in reading, writing, maths and foundation subjects
- Information from nurseries or previous schools
- Conversations with parents/carers/carers
- Diagnostic tools (e.g. dyslexia screening, phonics assessments, maths tests)

We look for things such as:

- A child working significantly below expected levels
- Slow progress despite extra support
- Communication or social interaction difficulties
- Concerns from parents/carers or outside professionals
- Emotional wellbeing or behaviour concerns
- Sensory or physical needs

If we think a child may have SEND, we speak with parents/carers and begin a period of monitoring and targeted support.

A Graduated Approach (Assess, Plan, Do, Review)

High-quality, inclusive teaching is always our starting point for supporting every child. If a child is not making the progress we expect for their age, we keep a close eye on their learning so we can understand what they need and how best to help them.

- Staff will monitor them closely to understand their needs.
- The class teacher will provide extra support or targeted activities to help them make progress.
- The SENCo will offer advice and may observe the child in class.
- Progress will be discussed with parents/carers during regular meetings or parent evenings

Being monitored does not mean a child is added to the SEND register; it simply means we are looking into a concern.

SEND Support

If a child continues to need extra support despite targeted interventions, and parents/carers have been informed, they will be added to the school's SEND register. Where appropriate, the school may seek support from external agencies, always with parental consent unless there are safeguarding concerns. A pupil's support will follow the Assess – Plan – Do – Review cycle to ensure it is carefully monitored and regularly reviewed.

- **Assess**
We look carefully at the child's needs using assessments, teacher observations, progress data and the views of parents/carers, the child and, where needed, outside professionals.
- **Plan**
The class teacher, SENCo and parents/carers agree what support will be put in place, what progress we hope to see, and when it will be reviewed. This is recorded on an Individual Provision Map.

Interventions are evidence-based, time-limited, and tracked for progress.

- **Do**
The class teacher delivers the support and works closely with any adults providing small group or 1:1 help. Interventions are planned carefully so they fit around the child's learning and cause as little disruption as possible.
- **Review**
We regularly review progress to find out what is working, what needs changing and what the next steps should be.

Education, Health and Care Plans (EHCPs)

A child with complex or long-term needs may be considered for an Education, Health and Care Plan (EHCP). Either the school or parents/carers can request a statutory assessment. The Local Authority decides whether to issue an EHCP. Parents/carers have the right to appeal a decision.

If an EHCP is agreed:

- It sets out a child's needs, support and outcomes
- It is reviewed at least once a year with parents/carers, the child and all professionals involved

Further information about EHCPs can be found via the SEND Local Offer www.iwight.com/Localoffer or by contacting the Special Educational Needs and Disability Information, Advice and Support (SEND IASS) sendiass@iow.gov.uk

7. Curriculum Access

We provide all pupils with SEND access to a broad and balanced curriculum, using specialist support when needed and working closely with parents/carers to meet each child's individual needs. Children with SEND learn alongside their peers in the classroom wherever possible, and their progress remains the responsibility of the class teacher. Regular training opportunities are provided for staff on recognising, supporting, and teaching children with SEND, benefiting all pupils, not just those with identified needs.

As a school with a Resourced Provision, The Nest, some pupils receive additional specialist teaching, therapy support, and adapted learning environments. The Nest pupils also join mainstream activities and lessons where appropriate.

Teachers adapt classroom activities to help all children access learning and make progress from their individual starting points. Some pupils may also receive short-term small-group or 1:1 support, including interventions recommended by external professionals. These are reinforced in class and reviewed regularly to ensure they remain effective.

To support smooth transitions, we plan carefully when pupils move between year groups, classes, or schools, sharing relevant information with receiving staff and involving parents/carers and the child in the process to ensure continuity in learning and support.

8. Inclusion of pupils with SEND

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning activities outside the classroom. The school will

seek advice, make reasonable adjustments and carry out individual risk assessments where needed, to ensure that all children can participate safely in every learning opportunity.

9. Reviewing Provision

We regularly seek feedback from staff, parents/carers, and pupils to ensure SEND support helps children make continuous progress. Progress is monitored termly, and all SEND support is recorded on an Individual Provision Map, kept up to date by the class teacher and SENCo. Provision and interventions are reviewed termly to check their effectiveness and to decide whether changes or additional support are needed. For children with an Education, Health and Care Plan (EHCP), these termly reviews feed directly into the annual review process to ensure the plan remains up to date and reflects the child's current needs. Updates are shared with staff, parents/carers, and governors.

10. Working with Parents/carers and Carers

We value strong partnerships. Parents/carers are involved at every stage through:

- regular meetings
- review discussions
- updates on progress
- opportunities to share concerns or ideas

We will always listen and work together to decide the best support for your child. Parents/carers can also access independent advice from **SENDIASS Isle of Wight**.

11. Working with Outside Agencies

We work with a range of professionals, such as:

- Educational Psychologists
- Speech and Language Therapists
- CAMHS
- Occupational Therapists
- School Nurse
- Specialist teachers
- Social Care services

We will always ask for your permission before contacting external professionals (except where safeguarding requires otherwise).

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCo attends relevant SEND courses, SEND meetings and facilitates/signposts important SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCo, with the senior leadership team, works to ensure that the training commissioned is matched to the needs of our current SEND cohort and to the school's development priorities.

13. Complaints

If you are worried about your child's support:

1. Speak to the class teacher
2. Speak to the SENCo
3. Speak to the Headteacher
4. If concerns remain, contact the SEND Governor

You can also follow the school's Complaints Policy on our website.

14. Review

This policy is reviewed annually and updated to reflect best practice and statutory requirements.

This policy complies with the Children and Families Act 2014, the SEND Code of Practice 2015, the Equality Act 2010, and relevant safeguarding legislation.