Special Educational Needs and Disabilities Policy

Clipstone Brook Lower School

Date Policy Written	October 2026
Written by	Mandy Pake (Inclusion Coordinator)
Review Cycle	Annual basis or sooner if required
Ratified by Governing Board on	
Next Review Due	October 2027
This policy must be read in conjunction with	SEND Information Report Attendance, Punctuality and Absence Policy Child Protection and Safeguarding Policy Equality Policy Accessibility Plan Central Bedfordshire SEND Local Offer

School Vision

At Clipstone Brook Lower School, our strategic vision is *"to be a friendly school at the heart of the community, providing ambitious outcomes for our pupils to give them the best start in education and life."* This vision fully encompasses our pupils with Special Educational Needs and Disabilities (SEND). Underpinning this commitment is our core mission: ***"Belong, Thrive, Learn".***

Rationale

We firmly assert that every child deserves an education where they inherently belong, are supported to thrive, and are empowered to learn without limits. Provision for children with Special Educational Needs and Disabilities (SEND) is a whole-school responsibility. Under the terms of the Teachers' Standards (2012) all teachers are teachers of children with special educational needs.

Special educational provision is educational or training provision that is **additional to**, or **different from**, that made generally for other children or young people of the same age by mainstream schools. We recognise that pupils learn at different rates and that many factors affect achievement, including ability, emotional well-being, age and life experiences. We understand that many pupils may experience learning difficulties at some point in their school career, which may be long or short term. We aim to identify these needs promptly as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

Clipstone Brook Lower School recognises that children with SEND may have needs related to learning, communication, social, emotional and mental health, sensory impairments and physical disabilities. We believe inclusive education provides equal opportunities to all learners, regardless of age, gender, ethnicity, impairment, attainment or background. We achieve this by responding to learners in ways that take account of their varied life experiences and needs.

While there is significant overlap between children with disabilities and those with Special Educational Needs (SEN), they are not identical: a child with a disability only only falls under the SEN definition if they require special educational provision.

Our practice and procedures are outlined in our SEND Information Report; therefore, this policy should be read in conjunction with that report, as well as the Central Bedfordshire Local Authority 'Local Offer'.

Aims and Objectives

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

As a school we aim to:

- Identify all children with SEND as early as possible.
- Facilitate the development of children with SEND and help them to achieve the best possible outcomes, preparing them effectively for adulthood.
- Work in full partnership with parents, taking into account their views and keeping them informed of their child's needs and progress.

- Respect and incorporate the views, wishes and feelings of the child in an age-appropriate way wherever possible.

As a school our objectives are to:

- Ensure Quality First Teaching includes and supports progress of all children.
- Provide appropriate high-quality intervention to meet the needs of all pupils.
- Maintain a clear process for identifying, assessing, planning, implementing and reviewing SEND provision (the Assess, Plan, Do Review cycle).
- Promote and amplify the voice of the pupil and their family in all decisions about ongoing provision and support.
- Continually monitor and review the progress of children with SEND, making necessary adjustments to provision where required in order to improve outcomes.
- Foster a climate of warmth. Sensitivity, and inclusion through a strong, positive ethos and an emotionally literate environment.
- Plan and deliver training for all staff groups to ensure continued professional development of skills to meet the needs of all pupils.
- Develop and manage effective whole-school SEND provision to ensure good or better progress from individual starting points.
- Collaborate effectively with external agencies.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEN coordinators (SENDCOs) and the SEND information report.

We also account for relevant national guidelines and proposed SEND reforms (see the government's Every child achieving and thriving guidance for more information). **Please note:** While Clipstone Brook Lower School proactively aligns its practices with national reform proposals and emerging evidence-based frameworks, the statutory Special Educational Needs and Disability Code of Practice (2015) remains the binding legal authority governing current statutory rights, procedures, and provisions (including EHCPs and SEND Support).

Definition of Special Educational Needs

A pupil has Special Educational Needs (SEN) if they:

- Have a **significantly greater difficulty in learning** than the majority of children of the same age.
- Have a **disability** that prevents or hinders them from using educational facilities generally provided for others of the same age in mainstream Local Authority schools.

Children are not regarded as having a learning difficulty or disability solely because their primary language is not English.

Roles and Responsibilities

Governing Board - The SEND Governor is **Coralie Bordiak**

The SEND Governor will:

- Help to raise awareness of SEND matters at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school, reporting updates to the governing board.
- Collaborate with the Headteacher and INCO/SENCO to determine the strategic development of the SEND policy and provision.

Headteacher - Sarah Orr

The Headteacher will:

- Work alongside the INCO/SENCO and SEND Governor to guide the strategic development of the school's SEND policy and provision.
- Have overall responsibility for the provision and progress of pupils with SEND.

Inclusion Coordinator (INCO) / Special Educational Needs Coordinator (SENCO) - Mandy Pake

The INCO/SENCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision across the school.
- Work within the senior leadership and with school governors to ensure the school meets its statutory duties under the Equality Act (2010) regarding to reasonable adjustments and access arrangements.
- Lead on SEND Provision, including monitoring and evaluating the impact of SEN provision in school.
- Overseeing the day-to-day operation of this SEND policy.
- Coordinate provision for pupils with SEND, including those with an Education, Health and Care Plan (EHCP).
- Provide professional guidance to colleagues and work closely with staff, parents/carers, and external agencies to ensure pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support, aligned with Central Bedfordshire's graduated approach framework.
- Oversee and deploy the school's delegated budget and resources to meet pupils' needs effectively.
- Act as primary liaison for parents and carers of children with SEND.
- Serve as the main point of contact for external agencies, including the local authority (LA) and its support services.

Subject Leads

Each subject leader is responsible for:

- Monitoring progress of all pupils within their curriculum area, including those with SEND.
- Monitoring of quality of inclusive teaching and provision for SEND across their subject.
- Ensuring the curriculum is accessible and inclusive for all pupils.
- Collaborating with the INCO/SENCO to review subject-specific provision as needed.

Class Teachers

Each class teachers is responsible for:

- Understanding the specific SEND Profile of all pupils in their class.
- Taking accountability for the progress and development of every pupil in their class, including those with SEND.
- Maintain high expectations for all pupils, including those with SEND.
- Working closely with any Learning Support Assistants (LSAs) or specialist staff to plan, deliver and assess the impact of support and interventions, ensuring they link directly to classroom teaching,
- Partnering with the SENCO to review individual pupil progress and determine any necessary adjustments to provision.
- Reading external reports, implementing recommendations and teaching strategies from external agencies, and seeking clarification or support from SENCO as needed.
- Adhering consistently to this SEND policy.
- Informing the SENCO of emerging needs by completing the **Emerging Needs Form**, including cases where parents or carers have raised concerns.
- Maintaining an accurate, up-to-date Class Provision Map, supported by formal termly reviews.
- Taking an active role in the Assess, Plan, Do Review (APDR) cycle by reviewing SEND Support Plans and Class Provision Maps termly, or sooner if required.

Learning Support Assistants (LSAs)

Learning Support Assistants will:

- Maintain high expectations for all pupils, including those with SEND.
- Under the direction of class teachers, provide targeted support for individuals or groups of pupils with SEND, using agreed strategies and approaches.
- LSAs supplement, rather than replace, classroom teacher instruction. Teachers remain directly responsible for all pupils' progress.
- Read and understand the SEND Support Plans for all children with whom they work.
- Work closely with SENCO and Class Teachers to deliver targeted interventions, and monitor the impact of these over time.
- Provide clear, accurate feedback on pupil progress during lessons and record the level of support provided.

Identifying pupils with SEN and assessing their needs

The SEND Code of Practice (2015) outlines the four broad areas of need as:

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

At the heart of our practice is a continuous cycle of planning, teaching, assessing, and reviewing to ensure high-quality teaching for all pupils.

For children whose overall attainment or attainment within specific subjects falls significantly outside the expected range, educational provision that is **additional to** or **different from** what is usually provided, may be required.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- 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.
- Widens the attainment gap.

This includes progress in areas other than academic subjects - for example, social and emotional needs.

Clipstone Brook Lower School and its staff use their best endeavours to ensure that appropriate provision is made for all pupils who need it. While special educational provision does not automatically mean a child has special educational needs, it could be a strong indicator. Slow progress and low attainment alone will not automatically result in a pupil being recorded as having SEND.

Early identification is paramount so that children receive support as soon as possible to prevent barriers to learning from impacting their education. Teachers address barriers to learning in the first instance through Quality First Teaching. Where barriers remain, concerns can be raised dynamically via the **Emerging Needs Form**, termly provision map reviews, or weekly INCO/SENDCO drop-in sessions.

The Graduated Approach

At Clipstone Brook Lower School, we believe early identification is vital. Every teacher is responsible for identifying pupils with special educational needs. We follow Central Bedfordshire's Graduated Response approach, coordinated and overseen by the SENCO, to ensure appropriate, timely intervention.

Stage 1: Ordinarily Available Provision and Monitoring

Where a pupil does not make expected progress despite Quality First Teaching, the class teacher will establish a clear initial analysis of the pupil's needs drawing on teacher assessments, tracking systems, and comparison to peers. Adaptations and/or interventions will then be implemented through our Ordinarily Available Provision (OAP) offer.

- Class teachers will inform parents/carers at the earliest opportunity regarding emerging needs and the OAP put in place to support their child.
- Provision is recorded on the class provision map, and the pupil is added to the SENCO's monitoring list to ensure ongoing oversight and impact tracking over time (at least termly).

Stage 2: SEND Support and SEND Register

Where OAP adaptations and interventions have not enabled sufficient progress, the SENCO, class teacher, and parents will collaborate to explore further support. At this point, if a pupil meets the criteria for SEND Support, they are entered onto the school SEND Register.

A **SEND Support Plan** is co-produced to detail areas of need, target outcomes, and specific support strategies. The plan is executed through the four-stage **Assess, Plan, Do, Review (APDR)** cycle:

- **Assess:** The class teacher and SENCO conduct a detailed assessment using progress tracking, teacher insights, pupil/parent views, and external service liaison where appropriate.

- **Plan:** The SEND Support Plan is created, incorporating the desired outcomes, agreed interventions, and the shared views of the child and parents/carers.
- **Do:** The class teacher, with SENCO support, remains responsible for implementing the plan and monitoring day-to-day impact. Interventions are delivered by trained staff to ensure high-quality outcomes.
- **Review:** Plans are formally reviewed three times a year (Autumn: October, Spring: March, Summer: June) or sooner if appropriate. The class teacher and SENCO revise the support and outcomes based on progress, directly informed by pupil and parent feedback.

External Agency Involvement

External agencies may be consulted during this stage for additional guidance and specialist input. Parent/carer consent is required prior to any referral. The following external agencies may be involved:

- ➢ Early Years SEND Team (EY SEND)
- ➢ Speech and Language Therapy (SALT)
- ➢ Specific Learning Difficulty Team (SpLD)
- ➢ Chiltern Special School (Autism advisory teachers)
- ➢ Occupational Therapists (OT)
- ➢ CAMHS/ Mental Health School's Team
- ➢ School Nursing Service
- ➢ Specialist outreach teams (hearing, vision, physical needs)
- ➢ Jigsaw Outreach (support for Social, Emotional, and Mental Health needs, particularly where there is a risk of suspensions or exclusions)
- ➢ Educational Psychologists (generally in relation to EHCNAs)

Stage 3: Education, Health and Care Plans (EHCPs)

For pupils with severe, complex, or persistent needs—where progress remains insufficient despite sustained SEND Support—an application for an Education, Health, and Care Needs Assessment (EHCNA) may be made to the Local Authority.

An EHCNA request can be submitted by either the SENCO or parents. Specific evidence must be provided to support the application, including:

- Academic attainment/developmental milestones and rates of progress over time.
- The nature, extent, and context of the child's SEND.
- Details of at least three rounds of the APDR cycle (typically around three terms).
- Evidence of interventions and support implemented by the school and their impact over time, including specialist advice provided by external agencies and how it was acted upon.
- Evidence that progress achieved has required support over and above standard provision.

The Local Authority considers the EHCNA application to determine whether a formal assessment is required and if an EHCP should be issued. Finalised EHCPs are reviewed annually on the date of issue.

SEND Register

When children are identified as requiring SEND Support (Stage 2 of our Graduated Approach), they are included on the school's SEND register. Parents/ Carers must be informed of this. In order to offer the most suitable provision to meet the needs of children requiring this level of support, specialist services and teachers with additional specialist qualifications may be called upon for advice or to provide intensive specific programmes to be followed. The progress of these children will be rigorously monitored throughout the year by teachers, Senior Leaders and the INCO/SENDCO.

Removing children from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personalised targets, and it is felt that they are able to maintain this with Quality First Teaching and Ordinarily Available Provision within the classroom, they may be removed from the SEND Register. Before this occurs, careful assessment and a period of monitoring will occur. This decision will be made by school staff in conjunction with parents and/or carers. Once removed from the register, school staff will continue to monitor pupils to ensure good progress is maintained.

Special Educational Provision and Support

At Clipstone Brook Lower School we advocate the power of providing Quality First Teaching and reasonable adjustments to meet the needs of children with SEND. Every term, teachers update a class provision map to record any identified needs or concerns. These maps allow us to continually monitor children throughout the year, documenting support that is "different from or additional to" the standard curriculum.

Children who require more specialised, individual input or have targets set by external agencies are provided with a SEND Support Plan. These plans document and facilitate effective provision focused on removing barriers to learning. In line with the SEND Code of Practice (2015), SEND Support Plans are reviewed at least three times a year.

The support children receive varies according to their individual needs. This may include targeted work inside or outside the classroom, such as:

- Specific strategies to help them access learning tasks
- Group work and targeted interventions
- One-to-one adult support for key learning tasks

Where a pupil makes sufficient progress and no longer requires support that is "different from or additional to," they are monitored for one term before being stepped down from their SEND Support Plan. They are then monitored for an additional term before removal from the Special Educational Needs register. Following removal, they continue to be monitored on the class provision map to ensure ongoing progress.

Teachers remain responsible and accountable for the progress and development of all children in their class. They provide Ordinarily Available Provision (OAP), which may include:

- Scaffolding of tasks
- Breaking learning tasks and instructions into smaller steps
- Flexible grouping
- Adaptive seating
- Additional processing time (thinking time)
- Whole-class use of visuals (visual timetables, wordbanks etc.)
- Adaptive resources (writing slope, pencil grips etc.)

➢ Regulation and sensory resources (wobble cushion, resistance band etc.)

Interventions

Pupils receiving SEN support may also require specific evidence-based structured interventions. Interventions are carefully selected, implemented and evaluated to ensure they complement - rather than replace - high quality everyday teaching.

Our core principles for selecting interventions are

- **Complement Quality First Teaching:** Intervention support and enhance general classroom practice; they don't substitute for it.
- **Match Barrier to Learning:** Interventions address specific, identified needs, and are detailed on SEND Support Plans.
- **Clear Success Criteria:** SMART targets are set for interventions on SEND Support Plans, and the impact of interventions is carefully monitored

Education, Health and Care Plans (EHCP)

Where a child or young person receiving 'SEN Support' continues to require long-term, specialised provision that cannot reasonably be provided within the resources normally available to mainstream schools, an assessment for an Education, Health and Care Plan (EHCP) may be requested. An EHCP provides specific statutory backing and dedicated funding to address a child's educational, health, and care needs.

The Application Process

The process for requesting an EHC Needs Assessment is typically started by the school's INCO/SENDCO in close partnership with parents and relevant external agencies, following the legal procedures outlined in the Local Authority's Local Offer. Parents and young people also have the independent legal right to apply directly to the Local Authority for an assessment.

Provision and Implementation

Where an EHCP is agreed by the Local Authority, the school complies with all statutory requirements set out in the *Special Educational Needs and Disability (SEND) Code of Practice (2015)*. The INCO/SENDCO oversees the implementation and monitoring of the plan. Support is detailed within the child's SEND Support Plan and Provision Map, tailored to their unique needs. Depending on the plan, support may include:

- A personalised curriculum
- Targeted one-to-one adult support for specific support and/or interventions
- Small group interventions
- Specialist health or therapeutic interventions

Reviewing the EHCP

All EHCPs are subject to formal statutory reviews to evaluate progress, ensure provision remains appropriate, and make recommendations to the Local Authority regarding any necessary changes to funding or support:

- **Annual Reviews:** Held at least once every 12 months, chaired by the SENDCO, with parents, school staff, and invited external agencies.
- **Early Years Reviews:** For children under the age of five, the EHCP is formally reviewed every **6 months** to adapt to their rapid developmental changes.

Partnership with Parents/Carers

At Clipstone Brook Lower School, we pride ourselves on the positive and secure relationships we build with children and their families, recognising that parents and carers play a vital role in their children's educational success. To foster these connections, we operate an 'open door' policy and encourage regular day-to-day contact with staff. Termly Parent Consultation meetings also give parents the opportunity to view work, discuss progress, and agree on targets.

Parents of children with SEND are invited to discuss any concerns with class teachers, support staff, and the Inclusion Coordinator/SENDCO. We encourage families to share details regarding their child's needs, input from external agencies, or advice from specialist support groups.

Partnership with Specialist Services and Professionals

As a school, we aim to work closely with colleagues across education, health, and social care to best meet the varied needs of children with SEND. Vital to this process is our close liaison with professionals from both the Local Authority and the NHS.

Should we require the input of specialist services or multi-agency professionals for any child at ClipStone Brook Primary School, we endeavour to keep parents fully informed by sharing advice and recommendations at every stage. Where parental consent is required prior to involving external services, this will always be sought.

Admissions Arrangements

Clipstone Brook Lower School adheres to the Local Authority admissions policy and does not have special provision within its admissions criteria to either limit or promote access for children with Special Educational Needs and Disabilities (SEND) who do not have an Education, Health and Care (EHC) plan.

In accordance with the **School Admissions Code** and the **Equality Act (2010)**, all applications for children with SEND who do not have an EHC plan are considered fairly, without prejudice, and strictly on the basis of the school's published admissions criteria. The school will not refuse admission because it feels unable to cater for a child's needs, nor on the grounds that a child lacks an EHC plan. Furthermore, reasonable adjustments are made to procedures, practices, and physical facilities to ensure disabled pupils are not disadvantaged. The school regularly updates and publishes its Accessibility Plan, outlining how access to the curriculum, physical environment, and information is continuously improved.

Once a place is offered, the school works closely with families to ensure a smooth transition. Parents are strongly encouraged to inform the school about any identified SEND prior to entry so that appropriate support can be planned, previous settings contacted, and relevant agencies engaged in good time. Transition support is tailored to individual needs and may include home visits, "Stay and Play" sessions, or phased integration.

SEND Complaints Procedure

At Clipstone Brook Lower School we aim to work in partnership with parents and carers to support children with Special Educational Needs. Concerns about the provision or support provided for pupils with SEND should be raised with:

- ➢ Class Teacher
- ➢ Inclusion Coordinator/ SENDCO (Miss Mandy Pake)

If concerns have not been resolved through discussions with staff members, then the general school complaints procedure should be followed.

There are some circumstances, usually for a child with an Education, Health and Care Plan (EHCP), where parents have a statutory right to appeal against a Local Authority decision. Complaints that fall within this category cannot be investigated by the school.

Parents are encouraged to contact Central Bedfordshire's Special Educational Needs Disability Information, Advice and Support Service (SENDIAS). This is a free, confidential and impartial information, advice and support service on issues relating to SEND.