

SEND Policy

Clipstone Brook Lower School



Created on:	July 2025	Ms Jen Sinclair-Gunn (SENDCo)
Next review by:	July 2026	

School Vision

At Clipstone Brook we aim 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 in life. We believe that all children deserve this including our children with special education needs and disabilities (SEND).

Rationale

All children are entitled to a balanced and relevant education designed to enable them to participate and fully contribute to society. Early identification and intervention of those needs will ensure every child makes progress and experiences success at the earliest possible point.

We value working partnerships with parents and external agencies that ensure transparency, sharing of information, consistency of approach and the best use of professional advice.

What is SEND?

The Code of Practice 2015 states that 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:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.”

Legislation and Guidance

This SEND policy and SEND Information Report is based on statutory guidance:

- [Special Educational Needs and Disability \(SEND\) 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 co-ordinators (SENDCOs) and the SEN information report

The 2015 Code of Practice

Our policy reflects the principles identified in the Code of Practice 2015 which are designed to support:

- The involvement of children, parents and young people in decision making;
- The identification of children and young people’s needs;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEN;
- Greater choice and control for young people and parents over their support;

- *Provide a foundation towards* successful preparation for adulthood, including independent living and employment

Within the framework of the school's curriculum, teachers are responsible for ensuring that **ALL** pupils are offered work appropriate to their abilities, interests and learning styles.

Clipstone Brook also seeks to ensure that all pupils, including those with special educational needs, have full access to all areas of school activity, both within the curriculum and in extra-curricular opportunities.

Management of Special Needs

The Deputy Head, Ms Sinclair-Gunn, is responsible for the inclusion of all pupils at Clipstone Brook and is known as the Inclusion Lead. This role oversees the inclusion of Pupil Premium children; pupils from service families; traveller community pupils; children that have English as an additional Language and pupils with SEND. In addition to this role, **Ms Sinclair-Gunn is also the nominated school SENDCo**. She is supported in her role by the SEND Governor: Mrs Coralie Bordiak, Family Worker: Mr Gale and a team of highly trained SEND TAs.

When organising additional support it is very important that we provide children with SEND, a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

High quality, adaptive teaching approaches form the philosophy of teaching at Clipstone Brook. High quality teaching forms the foundation upon which adaptive teaching is built, with adaptive teaching being a responsive, whole-class approach to meeting the diverse needs of learners by adjusting instruction in real-time based on continuous assessment, rather than creating separate tasks for different ability groups. High-quality teaching involves inclusive practices, clear goals, active engagement, and intellectual challenge for all, while adaptive teaching involves in-the-moment adjustments and targeted support to ensure every student can achieve these high expectations. Where appropriate, tasks will be differentiated or adapted to the ability and interests of pupils with SEND to ensure engagement, completion of tasks and to meet targets.

We will ensure that all staff working directly with pupils that experience difficulty accessing education due to barriers to learning, receive high quality training (CPD). Teachers are responsible for children's learning and directing teaching assistants so that they are used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and level of understanding, we must discuss any decision that might affect pupils with SEND.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The school is committed to providing adaptations for pupils who are disabled.

We strongly endorse both the [Equality Act 2010](#) and the School Admissions Code of Practice (based on Central Bedfordshire admissions policy 2026) by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Roles and Responsibilities of the SENDCo

The SENDCo, has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have Education Health and Care Plans. This is overseen by the Inclusion Lead.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and carers, and outside agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a supporting role to the family to ensure that children with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a pupil has been identified as having a special educational need and/or disability;
- advising on a graduated approach to providing SEND Support ([linked to Central Bedfordshire's graduated approach](#));
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND;
- liaising with early years providers, other schools, Central Bedfordshire local authority (LA), educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the senior leadership 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 children with SEND up to date.

The Role and Responsibilities of the Inclusion Leader

The Inclusion Leader oversees the schools inclusive practice which accompanies a range of pupils needs including SEND. They work closely with the SENDCo and other relevant staff to lead on inclusive provision.

The key responsibilities in relation to SEND include:

- Overseeing through systems and by monitoring the quality of provision
- Reporting to the Headteacher and governors and other professional bodies where relevant.

The Inclusion Leader has overall responsibility for the provision and monitoring the progress of learners with SEND and / or disabilities.

The Role of the Governing Body

The SEND governor will:

- Work closely with the SENDCo meeting termly.
- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Observe children with SEND in conjunction with the SENDCo or Inclusion Lead.
- Work with the Inclusion Manager and the SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Role of the Headteacher

The Headteacher will:

- Work with the SENDCo, Inclusion Leader and SEND governor to determine the strategic development of the SEND policy and provision within the school.

The Role of the Class Teacher

Class teachers will:

- be responsible and accountable for the progress and development of the pupils they teach;
- have high expectations of pupils with SEND;
- support pupils through a child-centred approach;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- inform the SENDCo of any new concerns through filling in an [‘initial concern form’](#) if they or parents have concerns;
- attend termly SEN surgeries to discuss progress of pupils on the SEND register and to discuss any new concerns;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- implement any advice and teaching strategies given by the SENDCo;

- read reports and implement any advice and teaching strategies given by outside agencies;
- ensure SEND plans, Monitoring register plans, Behaviour Support Plans and communication passports (where applicable) are reviewed termly or amended sooner if required;
- provide high quality teaching for all pupils and adaptive teaching strategies;
- deliver an individualised programme for each pupil with SEND, as per their EHCP, SEN plan or monitoring plan;
- include pupils with SEND in all class activities, educational visits and extra curricular activities;
- Follow the APDR cycle: Review SEND plans and monitoring plan provision termly against the targets. Set new SMART targets. New targets must ensure progression. Reviewed and new SEND plans to be shared with parents and a signed copy kept on file.
- SEND plans containing speech and language strategies will specify that school will provide three sessions a week and parents will carry out two sessions a week.
- ensure their planning includes adaptive teaching methods to support pupils with SEND;
- set ambitious and challenging targets;
- track and monitor the educational progress of all pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on SEN;
- identify any additional training needs they require;

The Role of Teaching Assistants (TAs)

Teaching Assistants will:

- support pupils through a child-centred approach;
- work closely with the SENCo and class teachers;
- take an active role in the classroom, ensuring verbal scaffolding or use of resources help pupils access the lesson input;
- attend annual reviews if working with a child in receipt of an EHCP;
- read relevant SEN guidance documents, EHCPs, SEND plans, behaviour support plans, communication passports or reports from outside agencies;
- under the direction of the teacher, provide support for individual or groups of pupils with SEND;
- attend relevant training internally or externally, to support pupil's needs;
- assist in the preparation of resources;
- feedback to teachers and the SENCO on pupil progress;
- identify personal training needs.
- report concerns to their line manager (DHT/SENDCo)

The Role of the External Specialists

We will seek the advice and support from the following external specialists if a pupil continues to make less than expected progress and the pupil meets the criteria for a referral:

- Early Years SEND team (Nursery and Reception only)
- Jigsaw (SEMH support)
- paediatricians (Edwin Lobo)
- Child and Adolescent Mental Health Services (CAMHS)
- hearing impairment

- vision impairment
- multi-sensory impairment
- Speech and Language therapists(Reception to Year 4 only) *Parents of children under 5 to refer themselves through the Children's Centre, Leighton Buzzard.
- Occupational Therapists
- Physiotherapists
- Down's syndrome specialists
- Cognition and learning difficulties: Weatherfield outreach service
- Autism Spectrum Disorder (ASD) Advisory Teacher (Chiltern's Outreach) if the child demonstrates traits or has a specific diagnosis of ASD.

Please note that referrals to an educational psychologist can only be requested through an EHCPNA and undertaken by the appointed local authority educational psychologist . Private assessments will not necessarily be taken into consideration by the local authority if parents are applying for an EHCP.

The Role of the Local Authority

The Local Authority (LA) has a statutory duty to develop and publish a [Local Offer](#) which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', LAs should include provision which they believe will actually be available.' The local offer can be found on the school's website and through the SEN Information Report.

The Role and Rights of Parents

We encourage parents to:

- work closely with the school in order to develop a partnership that will support special educational needs pupils.
- understand that all decisions originate from a child centred approach;
- be aware of their child's targets and their progress towards them;
- take part in the review of SEND plans and Behaviour Support Plans;
- commit to providing two sessions of speech and language therapy with their child per week (school to provide three sessions);
- attend and take part in EHCP annual reviews;
- consider requesting an Education, Health and Care needs assessment, where applicable;
- be aware of the LAs Information, Advice and Support Service.

The Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- strategies and interventions;
- The assess, plan, do, review process;
- the EHCP annual review process, where applicable;
- to discuss their views on what helps them learn, what is important in education to them and feel confident that all staff are aware of their needs.

Identification of Special Educational Needs

The 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

Early identification is paramount to supporting children as soon as possible to avoid impacting access to education. At Clipstone Brook we follow Central Bedfordshire's Graduated Response approach to identifying and supporting pupils with SEN. A child will be identified through baseline and ongoing assessments by the teachers and/or concerns raised by parents. If progress is less than expected, in spite of high quality teaching targeted at the child's barriers to learning, teachers will meet parents to complete an initial concerns form. This will be sent to the SENDCo who will provide advice on ordinarily available provision (OAP) in the first instance. This provision will be monitored by the class teacher and SENDCo. Pupils requiring a lower level of 'Ordinarily Available Provision (OAP)' in the class will be put on the monitoring register. Parents will be informed and the provision will be reviewed termly, or sooner if required. These pupils do not have an individual SEND plan, their provision is monitored on the monitoring calendar.

If pupils do not make the expected progress towards their targets, the SENDCo will then work with staff and parents to investigate this further and may engage the help of external agencies, such as the Early Years SEND team, Chilterns ASD outreach service, Jigsaw outreach (SEMH) or a Speech and Language Therapist, in order to provide specialist guidance and strategies. At this point, pupils will meet the criteria for **SEN support** and parents will be asked for permission to be entered onto the SEND register. These pupils will have a SEND plan.

In some cases, pupils at SEN support may not make the expected progress towards targets or pupils may have sudden decline in their social, emotional and mental health capabilities. It may be necessary to apply for an educational, health care needs assessment (EHCPNA). If the local authority (LA) is requested to carry out an EHCNA by a parent, child or young person or their school/college, it must consider:

- whether the child or young person has or may have a special education need (SEN); and
- whether they may need special education provision to be made through an EHCP

If the answer to both questions is "yes", the LA must carry out an EHCNA.

Schools are expected to have followed a graduated approach at SEN support before applying for an EHCPNA. When applying for an EHCPNA, the SEN Code of Practice says LAs should pay particular attention to:

- evidence of your child's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of your child's SEN
- evidence of the action already taken by the school or other setting to support your child

- evidence that where progress has been made, it has only been as the result of lots of intervention and support over and above what is usually provided for children of the same age, and
- evidence of your child's physical, emotional and social development and health needs, taking into account relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

Finalised EHCP's are reviewed annually on the date it was first issued.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking pupil progress data
- evidence of outcomes and planned next steps (SEND plan or monitoring plans APDR cycle)
- details of additional support or different provision made under SEN support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided

Graduated Approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and use the following four stages of action: **Assess, Plan, Do and Review**. This is overseen by the Inclusion Lead.

Parents will be kept informed about and encouraged to be involved in the APDR cycle.

Assess

The class teacher and SENDCo will establish a clear analysis of the pupil's needs. This will draw on teacher assessments and experience of the pupil, as well as information from the school's own assessment systems for tracking pupil progress and attainment. It will also draw on the individual's development in comparison to their peers, the views of the child and parents. Liaison with external support services will take place as appropriate.

Plan

Where possible, the views of the child and parents will be obtained, usually when the SEND plan is shared or in the case of EHCP pupils, when the teacher meets parents. A SEND plan will be created which details the area/s of need, desired outcomes and how they will be achieved.

Do

The class teachers, with support from the SENDCo, will remain responsible for the implementation of the SEND plan and monitoring the impact of interventions. The support and interventions provided will be delivered by designated, trained members of staff and will provide evidence of reliable outcomes.

Review

SEND plans will be reviewed at least three times a year (Autumn: October, Spring: March, Summer: June) within a given timescale and the impact of support and interventions monitored. The class teacher, with the support of the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes. Pupil and parent's views will inform the review process.

Provision

Teachers are responsible and accountable for the progress and development of the children in their class. This is through Ordinarily Available Provision (OAP) and may include, but not limited to: high quality teaching, adaptive teaching, differentiated activities, increased adult supervision in class for groups or one-to-one tasks, adaptation of resources, movement breaks, sensory input activities or classroom environment adaptations e.g. lighting, noise levels, high traffic areas .

Pupils at SEN support may require additional interventions as prescribed by the SENDCo or outside agencies. Occasionally children are withdrawn from class to engage in small group work or one to one activities, as per their SEND plan. Where this is the case, timetables ensure that pupils are not withdrawn from lessons at times that would have an impact on their core or foundation lessons; unless the intervention is deemed more necessary so that the pupil can access the curriculum as a later point.

Interventions

The impact of interventions are monitored by the SENDCo through SEND plans, learning walks and half termly pupil progress meetings.

Involving Specialists

Where a pupil does not make adequate progress, despite receiving appropriate support targeted at the areas of need, it will be considered whether advice from specialist outside agencies is required. Parents will always be notified of this decision and a referral made, which will be shared with them and their permission sought before sending it off.

Involving Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's need and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Parents of children with SEND will be consulted and have regular meetings with staff. The school will ensure that parents understand procedures and are aware of how to access support. We work with parents to enable them to help their children at home by giving them support and advice.

Education Health and Care Plans (EHCP)

The majority of children and young people with SEND will have their needs met at SEN support. Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools, an assessment for an Education Health and Care Plan may be requested. Schools apply to the Local Authority for consideration of this assessment. Parents also have the right to apply for an assessment of Education, Health and Care on behalf of their child.

Where an EHC Plan is agreed, the SENDCo will be responsible for monitoring the implementation of the plan. A formal review of the plan will take place annually and all external agencies involved in the EHC Plan will be invited to attend. Pupils under the age of five years will have their EHCP reviewed 6 monthly.

Looked After Children with SEND

Looked after children with SEND will have a designated safeguarding officer who will work closely with the SENDCo / Inclusion Leader to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff. The local authority will instigate a Care Plan, which includes a Personal Education Plan (PEP) and Health Plan, which will assess and set out the child's education and health needs. The school will work closely with other professionals as appropriate to the child's needs.

Children in Need with SEND

The local authority must provide services to meet the needs of children in need in their area, including disabled children. The school will follow the guidance of the local authority as appropriate.

Equality and Inclusion

We have the responsibility to:

- prevent discrimination;
- promote to equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include pupils with SEND into all school activities;

Improving Practice and Staff Training

As stated in the SEN Code of Practice (2015), the SENDCo or other appropriate professionals will deliver training to meet staff and pupil needs, as appropriate.

- Autism Spectrum Disorder (ASD) - including Pathological Demand Avoidance
- Attention, Deficit, Hyperactivity Disorder (ADHD)
- Attachment disorder and trauma informed practice
- Dyslexia, Dyspraxia, Dyscalculia
- Sensory differences

- Speech, Language and Communication needs: speech sounds, GLP, Blanks Level, intensive interactions, early language acquisition
- Sensory Circuits
- Attention Autism (bucket time)
- Restorative conversations
- Emotion coaching
- ODD, OCD
- Environmental adaptations
- Communication friendly environments
- High Quality Training, adaptive teaching, scaffolding, use of Wigit communication pictures

The training is not limited to the courses listed above and we will always research new methods to support pupils with SEN.

Clipstone Brook communicates with and applies the advice of the following services:

- Autism advisory teachers (Chilterns outreach),
- Occupational Therapists,
- Edwin Lobo Child Development Centre,
- Jigsaw Behaviour Support Team,
- Speech and Language Therapists
- Teacher of the Deaf (HI team)
- Speech and Language (HI team)
- Cognition and Learning outreach (Weatherfield)
- SpLD SEND advisory teacher

SEND Information Report

Annually we will publish information about the implementation of the policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

- the support in place for children with identified Special Educational Needs.
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND

- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children and young people with SEND about the provision made at the school
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published

Admissions Arrangements

The School adheres to the admissions policy of the LA and therefore has no special provision under admissions arrangements for limiting or promoting access for pupils with special educational needs who are without Education Health and Care Plans. It does, however, endeavour to provide appropriate support for pupils with a range of special educational needs and information will be gathered, the previous setting contacted if appropriate so we are prepared for the needs of the child.

It is particularly important that parents intending to send their child to the school, inform the school in advance of admission about the child's special educational needs or disability. This will allow agencies to work together to best meet their needs where possible and ensure they know what provision will be provided in good time.

Please also refer to the schools Transition Policy.

Complaints

Depending on their nature, these will be dealt with in the first instance by the class teacher, then the SENDCo. If the matter is not resolved, then it will be dealt with by the Headteacher and if necessary by the Governing Body as per our complaints procedure. Parents are encouraged to contact [SENDIAS](#), please click the link.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Criteria for success

The effective implementation of the policy will be demonstrated by:

Demonstrable progress for children with SEND in keeping with their abilities and starting points.