SPECIAL EDUCATIONAL NEEDS POLICY

COLLEGE TOWN PRIMARY SCHOOL

Approved Date	Sept 2026
Approved At FGB	Sept 2026
Date of Next Review	Sept 2027
Statutory	YES
Adopted from Bracknell Forest	NO

College Town Primary School Vision and Values:

Our vision is: To create and nurture a learning community built upon trust and respect which is fully inclusive and has a passion for lifelong learning. To experience a sense of belonging and well-being for all members of our community; where cooperation and fun go hand-in-hand. To recognise that challenge is the motivator that helps everyone to aspire to excellence in all we say and do.

To ensure that our school can be the best it can possibly be, at all times, for all people, we will strive to behave in a way that demonstrates our belief in these values. In a community where these values drive our actions and decisions we would expect to see:

- Respect will be demonstrated through a considerate, appreciative and listening culture. Value is given to each and every person and their individual contribution is held in high regard. In such a culture there would be no evidence of feeling undermined, ignored, ridiculed or humiliated.
- Trust will be demonstrated at both the personal and professional level. We will be able to rely on each other's personal characters and professional behaviours for the greater good of us all. Confidentiality, dependability and integrity will help us all grow in confidence. Where trust is high empowerment is inevitable where trust is missing a rot will prevent any growth.
- Passion will provide the enthusiasm and inner-drive to ensure that we remain fulfilled, motivated and dedicated to our core purpose of improving the learning experience for all. Where passion is missing lack of enthusiasm, negativity and poor motivation may arise.
- Co-operation will be demonstrated through our commitment to teamwork and understanding the necessity to be flexible and helpful. A co-operative school is always supportive, where each and every member recognises and contributes to the development of the whole school helping their colleagues when necessary. Poor co-operation inhibits growth and leads to poor motivation, negativity and individualism.
- Belonging allows us all to feel at ease and comfortable in each other's company, it bonds us together in partnership and commonality. When we do not feel as if we belong it gives rise to low self-esteem., isolation and lack of confidence. There is no sense of common purpose.
- Challenge will be demonstrated through our excitement for learning and a desire to improve. Perseverance and resilience will be characteristics of us all and an underlying belief that we can do whatever we choose to do. Challenge will be seen as the motivator, not as an inhibitor. Pride in what we can do and what we know we can achieve will provide us with the strength to continue when the challenge is tough. Where challenge is lacking the practice will never develop, the people will never reap the rewards of unlocking the potential within themselves and those around them.
- Excellence will be demonstrated through our focussed commitment, effort and drive towards continual improvement. There will be a sense of dignity and pride both as an individual, but also as a learning community. The road to excellence will provide opportunities for celebration, reflection and refinement. Where excellence is not aspired to there will be an apathetic attitude where growth and improvement are stunted and where individuals and groups settle for an attitude of mediocrity.
- Fun will be demonstrated through the enjoyment we have in undertaking our tasks. We will be positive in both our attitude and approach. Our body language will tell others that we are happy to be here and there will be laughter. Where there is never any fun there is little hope of laughter.

It is our human right to experience this and it is our responsibility as humans to work endlessly in establishing it.

Aims of this policy:

- To ensure for all pupils in the school, equal opportunity and access to a curriculum which meets their individual needs and is designed to further their knowledge, skills and understanding both within and beyond the requirements of the Foundation Stage and the National Curriculum.
- To actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with special educational needs. College Town Primary is successful at including pupils with special educational needs and meets those needs in a positive and proactive way. We actively support inclusion, looking for the most appropriate use of provision when planning for children's needs.
- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To work in close partnership with parents, Bracknell Forest Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and co-ordinated approach to planning and reviewing provision.
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.
- To strive to do the best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.
- To best endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. This is to allow those pupils to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- To recognise that the prime responsibility for meeting the child's needs will lie with the class teacher, but that the process of identification, assessment and provision will require a whole-school co-ordinated approach, working closely together in partnership with parents, the child and in co-operation with outside agencies where appropriate. To contribute towards our school's commitment to the development of the 'whole child' which will be reflected in positive professional attitudes and a continuity of approach.
- To ensure that when supporting children with SEND, school works in partnership with parents and carers. This will be reflected in practice by their active involvement in the process of identification, assessment and provision – see section 3.
- To ensure that valuable human resources will be used imaginatively and flexibly to ensure the provision of the most effective learning support for all children with special educational needs.

This policy is written in conjunction with the following documents: College Town Primary

Local Offer, Bracknell Forest Local Offer, the Teaching for Learning policy, the Accessibility plan, the Behaviour policy, and the school's policy on Equality of Opportunity and the SEND Code of Practice.

SECTION 1: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

SECTION 2: IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

We accept the principle that pupils' needs should be identified and met as early as possible.
There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition and Learning (C and L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The Inclusion Lead works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The following up of teacher concerns
- The following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The Inclusion Lead maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

SECTION 3. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A Learning Profile identifies key areas of focus for each pupil and is reviewed every 6-8 weeks.

The range of provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group Intervention with TA or teacher.
- individual class support / individual tutoring with Inclusion Lead
- further differentiation of resources
- learning support club
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Specialist equipment to support completing or accessing learning tasks.
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training.

SECTION 4. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

SECTION 5. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The Inclusion Lead will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties

- Information from health/social services

SECTION 6: MEETING THE NEEDS OF CHILDREN WITH SEND.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **SEND Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely.

The SEN Register – this information will be kept in school and will only be available to staff supporting your child.

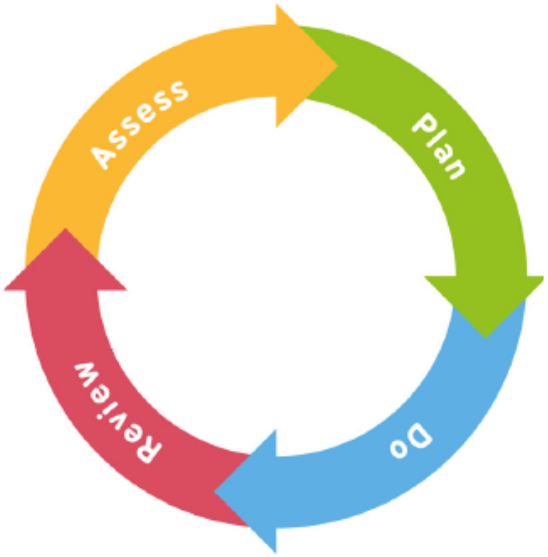
The register provides an updated record of all pupils receiving additional SEN support so that:

- Progress and achievements of pupils with SEND can be more closely monitored
- There is an overview of the range and level of need across the school
- School provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response



Assess:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The Assistant Head of Inclusion may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN**:**

The school will use the information from the assessment to draw up a plan to show the support that will be offered.

The plan will:

- Be outcome focussed where the desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on Learning Profiles.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive copies of any Learning Profiles written and have a meeting with the class teacher or Inclusion Lead to discuss the plan or any amendments.

DO:

Class teachers, with the support of the Inclusion Lead, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW**:**

The impact of any additional support offered will be reviewed at least termly. Parents and carers will be invited to attend along with pupils when this is appropriate.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress where this is applicable
- Views of parents and carers and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the Inclusion Lead will make a referral to a specialist agency.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set, then they will no longer require additional SEND support and his/her name will be removed from the register. Parents and carers will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans (EHCP):

The additional needs of most of the pupils with SEND at College Town Primary School will be met by interventions and resources from the school. In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the Inclusion Lead, in consultation and agreement with staff, parents, carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan). Full details of the process for requesting an EHC plan can be found on the Bracknell Forest SEND offer web site (details in Appendix 2). The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

SECTION 7. TARGET SETTING

All the pupils on our SEND Support list will have a Learning Profile setting out targets and any provision required that is additional to and different from usual classroom provision. This will also incorporate any recommendations made by outside agencies if they are involved in supporting a pupil.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Targets are shared with children and parents. Strategies for pupils' progress will be recorded on the Learning Profile and will contain information on:

- Pupil Voice
- Attainment
- Learning Goals and outcomes
- Provision
- Reviews and Impact
- Next Steps

The Learning Profile will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Learning Profile will be created through discussion with both the pupil and the parent or carer.

SECTION 8: MEETING THE NEEDS OF PUPILS WITH MEDICAL CONDITIONS

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil

with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach. Some children may have an IHC alongside an EHCP.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. This will be on an individualised basis, depending on the need of the child, following the advice of the attached medical agencies.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in the Medical Needs Policy.

Use the link below to find DFE guidance and template for IHC plan and related guidance.
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

SECTION 9: TRANSITION ARRANGEENTS

For some children a more specialist setting may be more appropriate to meet their needs. If a child is joining College Town Primary School or moving to another primary, a specialist setting or onto Secondary school and has significant additional needs, an individualised programme will be developed taking into account the most successful way to meet the child's needs upon transition. Staff will have a meeting usually involving parents / carers and staff from their new school. The child may also be involved in this meeting. A plan will be created and implemented; this could include extra visits to their new school, visual images of their new school before transferring and staff from their new school visiting the child while they are still at College Town Primary School. Staff at College Town Primary School will discuss the needs of children with SEND with their named secondary school during the summer term.

When moving to another year group, staff will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be passed on. A meeting involving the current teacher, parents, carers and next year's teacher may be arranged if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher alongside other strategies such as those mentioned in the previous paragraph in order for them to make the transition as successful as possible.

SECTION 10: FUNDING AND RESOURCES

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership team, through consultation with the Assistant Head of Inclusion and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEN.

SECTION 11: TRAINING

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and plan learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND. We currently have staff who are ELSA trained (Emotional Literacy Support Assistant) and some staff who are ELKLAN (Speech and Language) trained.

The Inclusion Lead is non-class based and can deliver specific lessons and interventions that are highly personalised and tailored to each individual need. The Inclusion Lead attends the termly Bracknell Forest briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision.

SECTION 12: ROLES AND RESPONSIBILITIES

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Monitoring the progress of each child. Identifying, planning and delivering any additional support required to aid progress.
- Devising Learning Profiles in order to prioritise and focus the next steps required for each child to improve in their learning and make progress.
- Communicating with the team in supporting a child to ensure all staff are aware of the child's needs.

The Inclusion Lead is responsible for:

- The operation of the Special Educational Needs Policy and the co-ordination of specific provision to support individual children with SEND.
- Liaising with staff to monitor pupil progress and to plan further interventions where progress is slower than expected.
- Making regular contact with a wide range of external agencies that are able to give more specialised advice.
- A whole school awareness of SEND children

The Head teacher is responsible for:

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

The SEND Governor is responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
- Meeting at least termly with the Inclusion Lead to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.
- Ensuring that updates on the quality and impact of SEND provision are regular items on the Governing Body's cycle of meetings.

SECTION 13: MONOTORING AND EVALUATING SEND PROVISION

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils. Pupil progress is shared with the Governing body.

SECTION 14: DEALING WITH COMPLAINTS

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the Inclusion Lead as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (Parent Partnership). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Bracknell Forest LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures, this information can be found on the school website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Bracknell Forest SEN team. Parents will be contacted directly to receive information about the mediation services available.

SECTION 15: ANTIBULLYING

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils, including those with SEND are encouraged to share any concerns with a trusted adult, including members of the headship team. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

SECTION 16: DISABLITIY ACCESS ARRANEGEMENTS

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of for pupils with disabilities.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan forms part of the Equality Information and Objectives Policy which can be found on the school website.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

Special educational needs and disability code of practice 0-25

Equalities Act 2010

School Admissions Code of practice

Supporting pupils at school with medical conditions (June 2014)

Schools Complaint Toolkit 2014

The National Curriculum

Teachers Standards 2012

Working together to safeguard Children (2013)

Bracknell Forest's local offer for SEN:
https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?familychannel=6

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer.

Learning Profile **SEN Support/EHCP**

Name:	DOB:	Year Group:	Teacher:	SEND Stage and Need *(C&I, C&L, SEMH, S/P)* Cognition and learning

Autumn Attainment:	Reading	Writing	Maths	Science
Spring Attainment:	Reading	Writing	Maths	Science
Summer Attainment:	Reading	Writing	Maths	Science

I am good at:	I enjoy:	What helps me learn:
Barriers to learning:		Outside Agency Involvement:

Learning goals and outcomes

Goal	What we will do	Review & Impact	Next steps
	•	Spring: Summer:	
	•		
	•		

Provision in place

What I can do at home to help:

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Signed – Class Teacher: **Date:** **Parent:** **Date:**