



Special Educational Needs and Disabilities Policy 2024-2025

Approved by: ESE Committee **Date:** 30th January 2025

Ratified by: FGB **Date:** 6th February 2025

Next review due by: December 2025

***'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.'** 1 Corinthians 16:13-14*

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This policy should be read in conjunction with the following school policies and documents:

- Admissions Policy
- Accessibility Plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Act 2010
- Equality Policy

- Early Help Offer
- Supporting Pupils with Medical Conditions Policy
- SEND Information Report
- Teaching and Learning Policy

1. Aims

The purpose of this policy is to explain how Brimscombe Primary School supports pupils with Special Educational Needs and Disabilities (SEND). The school values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members of the school.

As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENDCO, SEND Governor and all other members of staff have important responsibilities.

Brimscombe Primary School also recognises that pupil performance and wellbeing are inter-related. Children cannot learn if they do not feel safe or if medical or health needs create barriers to learning.

2. Objectives

- To identify and provide for pupils who have special educational needs and disabilities and other additional needs
- To work within the guidance of the SEND Code of Practice
- To provide appropriate curriculum challenge for all pupils with SEND, including more able pupils
- To ensure that children who encounter difficulties have their needs identified quickly, then acted upon positively and appropriately
- To ensure that the progress of SEND pupils is closely monitored and reviewed regularly
- To ensure that there is a good framework for effective liaison in order to support the staff who are dealing with SEND pupils in their class
- To ensure there is a programme for providing relevant information to children, parents, carers, staff and where appropriate, outside agencies
- To ensure that all pupils have access to a creative and stimulating curriculum which meets their individual needs
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- To enable pupils with SEND to maximise their achievements, regardless of gender, race, ability, social circumstances or grouping within the school
- To ensure that manageable and specific outcomes are set for pupils to achieve
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum, including the Early Years Foundation Stage (EYFS) and National Curriculum as appropriate

- To work in partnership with parents/ carers to enable them to make an active contribution to the education of their child
- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers
- To actively listen to the views and wishes of the child

3. Definition of SEND

A pupil may at some stage within their time at Brimscombe Primary School develop an individual educational need that differs from the majority of their peers or may have needs that are present on entry to school.

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

Code of Practice (6.15) January 2015

"Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN." **Code of Practice (6.21) January 2015**

"Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties." **Code of Practice (6.23) January 2015**

"Identifying and assessing SEN for children or young people whose first language is not English requires particular care. School should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN." **Code of Practice (6.24) January 2015**

4. Identification of SEND

Children are mostly identified as experiencing a SEND by their class teacher or parents/ carers. At Brimscombe, we recognise the importance of early identification of SEND, as early intervention and response improves the long term outcomes for pupils. We assess each pupil's current skill and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers make regular and ongoing assessments of progress for all, which identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

Where a pupil is raised as a concern by either parents or class teachers, a sequence of steps will be followed to help determine if a child has SEND and is in need of being placed on the SEND register with a My Plan in place. (See Appendix 1)

5 Broad Areas of Need

Communication and Interaction

- Children who have speech, language or communication needs (SLCN) have difficulties communicating with others
- Children with an autistic spectrum disorder (ASD), including Asperger's Syndrome and autism are likely to have particular difficulties with social interaction

Cognition and Learning

- Children who learn at a slower pace than their peers, even with appropriate adaptation and scaffolding
- Covers a wide range of needs, including moderate learning difficulties, severe learning difficulties through to profound and multiple learning difficulties
- Specific learning difficulties (SpLD) affect more specific aspects of learning and encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- Children who are withdrawn and isolated
- Children who display challenging, disruptive or disturbing behaviour
- Children with mental health difficulties
- Children who may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

Sensory and / or physical needs

- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical difficulty

However, it should be noted that there are other factors which may impact on attainment and progress, although are not considered SEND:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND). A disability under the Equality Act 2010 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 includes sensory impairments such as those affecting sight or hearing, and

long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN.

- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium grant
- Being a child of Serviceman/woman

6 A Graduated Approach to support SEND (Please see Appendix 2)

Building on the strengths of the SEND Graduated Pathway introduced in 2014 (updated in 2016), Gloucestershire has now updated this again in November 2023. The Graduated Pathway of Early Help and SEND Support, provides an integrated and holistic framework to support all children and young people with additional needs and their families. Brimscombe Primary follows this guidance, which follows a four part cycle: assess, plan, do, review.



All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and / or specialist staff. Many pupils may complete a 'My Profile' which gives an overview of their goals, what is important to them and what both helps and hinders them.

The Code of Practice is clear in stressing that educational provision is underpinned by high quality first teaching (QFT). Personalised and adaptive approaches are available to all pupils and those with SEND will also benefit from these. They are referred to as **Universal** approaches. For some pupils these approaches will not be sufficient to meet their needs and they will require more focused and targeted support and intervention. These are referred to as **Targeted** approaches. Relatively few children will need a much higher level of support and intervention. These are referred to as **Specialist** approaches.

Where pupils continue to make inadequate progress, despite high-quality first teaching targeted at their areas of weakness, the class teacher, in consultation with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the additional support that is required to support the child.

Triggers for additional provision additional to and different from quality first teaching, are that the pupil despite receiving adapted / scaffolded learning opportunities:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas (an academic year behind)
- Presents persistent emotional and/or behavioural difficulties, which are not reduced by the behaviour management techniques usually employed

- Has sensory or physical difficulties, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

Where it is identified there may be additional educational needs, action is taken to put effective support in place, following the assess, plan, do, review cycle.

7 Assess

Before identifying a child as needing SEN support the class teacher, working with the SENDCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and knowledge of the pupil, as well as information relating to progress, attainment, and behaviour. This information should be matched to the guidance in the 'Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People (0-25 yrs) with Additional Needs including SEND' (2nd edition 2016). It should also draw on the individual's development in comparison to their peers, the views and experience of parents / carers, the child's own views and, if relevant, advice from external support services.

Regular assessments will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their impact is created. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Assessment data will be obtained using various methods such as:

- Reading ages (from Accelerated Reader Star Tests)
- Spelling ages
- Maths age (Sandwell)
- National Curriculum Tests (mock assessments)
- Observation
- Phonic assessments
- NFER tests (reading, maths, grammar and spelling)

8 Plan

Where it is decided to provide a pupil with SEN Support, the teacher and SENDCO will agree in consultation with the parent and the pupil the needs, outcomes and support to be put in place, as well as the expected impact on progress or behaviour, along with a clear date for review. Records will be maintained in the form of a 'My Plan', My Assessment and/or 'My Plan+', depending on needs.

All teachers and teaching assistants who work with the child will be made aware of their needs, the support to be provided and any teaching strategies or approaches that are required.

The support and intervention provided, group or 1:1, should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge. In all circumstances the child will continue to be taught for all or most of the time in the classroom, supported through flexible grouping strategies and by taking part in possible intervention schemes, such as:

- Dancing Bears
- Language for Thinking
- Fizzy programme

- Apples and Pears Spelling
- The Power of 2
- Numicon
- Socially Speaking
- Time to Talk
- Social Use of Language Programme (SULP)

9 Do

The class teacher remains responsible for planning for and working with the child on a day-to-day basis. Where interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with the teaching assistant, to plan and assess the impact of interventions. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support (in and out of class).

10 Review

Additional class support and any personalised interventions are monitored and reviewed continuously to ensure that provision remains matched to need. Where the expected impact is not seen, then provision is changed swiftly. The effectiveness of the support and the impact on the child's progress will be discussed at the SEND review with parents / carers.

11 Outside Agencies

At any point specialist assessment and advice may be sought from external agencies. Their input will lead to more specific and focused provision. The pupil will continue to receive provision within the classroom for most of the time, with targeted adult support for specific needs given when appropriate, which may be guided by the advice of other professionals. These may include:

- Advisory Teaching Service
- Educational Psychology Service
- School Nursing Team
- Occupational Therapist
- Social Care
- Speech and Language Therapy Services
- Child and Adolescent Mental Health Service (CAMHS)
- TIC+

The triggers for referral for seeking help from outside agencies could be that, despite receiving an increasingly personalised programme and/or concentrated support, the child:

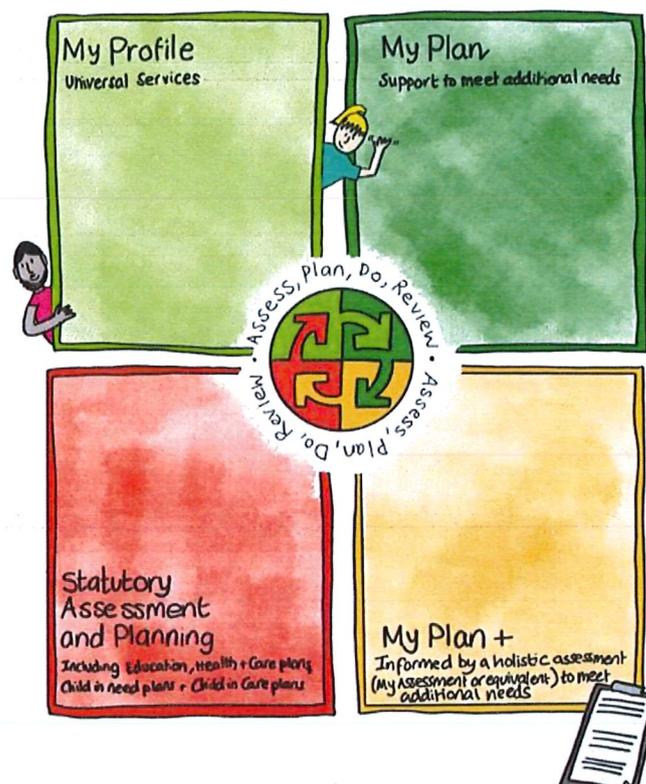
- Continues to make little or no progress in specific areas over a long period
- Continues working at a standard substantially below that expected for their age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

12 Levels of Support

There are two levels of support in school: SEND Support and Education, Health and Care Plan. The majority of children at SEN Support will have a 'My Plan'. In some cases there may be involvement of another agency.

For some children at SEN Support, their needs may be more complex and require support from a wider range of different agencies, possibly for needs not relating directly to education eg. Health or Social Care, or where there are ongoing issues within the family. In these instances, a 'My Assessment' will be undertaken which will give a deeper understanding of the needs of the child and maybe the family as a whole. It may be appropriate for the SENDCO to organise a Team Around the Child (TAC) or Team Around the Family (TAF) meeting to co-ordinate this support and potentially take on the role of Lead Practitioner. From this, a 'My Plan+' will be completed, following the same format as a 'My Plan'. If after reviewing the 'My Plan+' the school or parents/ carers feel that still further additional support is required then an EHCP may be considered.



13 Education, Health and Care Plans (EHCP)

A very few children may have more complex needs and require a significantly higher level of support, beyond the levels of funding that are allocated to the pupil. In these instances, then the parents / carers and / or the school may request that the Local Authority undertakes a needs assessment. The LA will seek information about the child's learning difficulties and progress and the provision already being made from the school and external agencies. On the basis of all the information available, the LA will make a decision on whether a statutory assessment is necessary.

Requests for an EHCP Needs Assessment are now done via an Online Portal which is accessed by the SENDCO and parents. This is updated with new information as needed on an ongoing basis.

If a decision is taken to make a statutory assessment, the LA will seek parental, educational, medical and psychological advice, or advice from Social Care and other appropriate agencies. The views of the child must also be ascertained if possible.

Following the assessment, the LA may decide to draw up an Education, Health and Care Plan. The Education, Health and Care Plan will detail all the child's special educational needs and the provision which the LA considers appropriate to meet the needs described. Outcomes and arrangements for monitoring progress will also be included. Brimscombe aims to work closely with specialists involved in the support of children with Education, Health and Care Plans and to make the most of additional resources provided.

As outcomes are set to cover the period of at least a year, sometimes a Key Stage, we will break down those outcomes into smaller outcomes which will be recorded on a 'My Plan' or 'My Plan+'.

14 Progress Reviews

Progress reviews for all pupils with a My Plan, My Assessment, My Plan+ or EHCP are held at least three times a year. The review considers the following questions:

- What are the child's current levels of attainment?
- What progress has the child made towards meeting the outcomes?
- What are the parents'/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What are the next steps in learning?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?

15 Statutory Annual Reviews

For a child who has an Education, Health and Care Plan (EHCP), the LA has a statutory duty to formally review his/her EHCP at least annually. These are organised in school by the SENDCO and usually involve attendance by other professionals.

The following requirements apply to review:

- The child's parents and/or carers and a representative of the school will always be in attendance.
- A member of the SEND Casework Team, a health service representative and a local authority social care representative **may** also be invited where relevant and given **at least two weeks'** notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school or other institution **must** seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least **two weeks** before the meeting.

- The meeting **must** focus on the child's progress towards achieving the outcomes specified in the EHCP, and on what changes might need to be made to their support to help them achieve those outcomes. Children and parents/carers should be supported to engage fully in the review meeting.
- The school **must** prepare and send a report of the meeting to everyone invited within **two weeks** of the meeting. The report must set out recommendations on any requirements required to the EHCP and should refer to any difference between the school's recommendations, and those of others attending the meeting.
- Within four weeks of the review meeting, the local authority **must** decide whether it proposes to keep the plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent and the school.

The review aims to:

- Assess the child's progress towards meeting the outcomes within the EHCP
- Review the educational progress made by the child
- Consider the effectiveness of the EHCP in light of the child's progress
- Set desirable outcomes for the coming year or end of Key Stage, or determine whether amendments are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

16 Roles and Responsibilities

SENDCO	<p>This must be a qualified teacher who must have achieved the award for Special Educational Needs Coordination (NASENCO) within 3 years of being appointed or for new SENDCOs from 1st September 2024 they must complete the mandatory Special Educational Needs Coordinator's National Professional Qualification (NPQ).</p> <p>The SENDCO is responsible for:</p> <ul style="list-style-type: none"> • coordinating SEND provision across the school • the day-to-day operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans • providing professional guidance to colleagues, working closely with staff, parents and carers, and other agencies • being up to date with the provision available as part of the Local Offer and be able to work with professionals providing a support role to families to ensure that children with SEND receive appropriate support and high quality teaching • advising on a graduated approach to providing SEN support • ensuring that parents / carers of pupils with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing the progress being made • liaising with outside agencies (and making referrals to them as needed) who may come into school to support a child's learning and development, including the local authority • updating the schools SEND register • reporting to Governors and Headteacher on all SEND related matters advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
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	<ul style="list-style-type: none"> • liaising, advising and supporting classroom teachers and teaching assistants; liaise with Headteacher and SEND Governor • liaising with pre-school providers and secondary schools at key points of transition • coordinating and delivering up to date SEND training to all staff (as needed) • maintaining necessary records • managing the SEND budget • working with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
Head teacher	<p>The Headteacher has responsibility for:</p> <ul style="list-style-type: none"> • the day to day management of the school, including provision for children with SEND • keeping the governing body fully informed of SEND matters in the school • working closely with the SENDCO in referring SEND pupils to specialist agencies • ensuring an appropriate and adequate budget for meeting the needs of SEND pupils
Governing Body SEND Governor is Theresa Yates-Round	<p>The Governing Body have responsibility for:</p> <ul style="list-style-type: none"> • co-operating with the Headteacher to determine the school's general policy and approach to provision for children with SEND • establishing appropriate staffing and funding arrangements • maintaining a general oversight of the school's work • appointing a SEND governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND • reviewing the SEND policy annually • publishing the SEND Information Report and policy on the school website • ensuring a qualified teacher with an appropriate additional qualification is responsible for SEND provision • ensuring that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND • co-operating with the Local Authority when consultations are made in relation to offering a placement for a pupil with an EHCP
Class teachers	<p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> • high quality first teaching which is adapted and personalised to meet the needs of all pupils (this will include some provision that is additional to and different from what is provided for the majority of pupils) • setting high expectations and ambitious outcomes for all pupils and which enables them to have access to the full curriculum • planning lessons to address potential areas of difficulty and to remove barriers to achievement • keeping appropriate records on all children which can be used to identify areas of support • notifying the SENDCO of any concerns they have relating to individual pupils • working with the SENDCO to identify, plan and deliver any additional support a child may need • working with the SENDCO to review assessment and progress information • attending and/ or leading SEND reviews and / or Structured Conversations with the parents / carers of the pupils in their class

	<ul style="list-style-type: none"> ● setting appropriate outcomes for children to work towards and recording this on a My Plan / My Plan+ ● ensuring all additional adults working in their class are directed and supported to deliver planned work, so the best possible outcomes are achieved, including in relation to any specific interventions ● working with outside agencies as needed, acting on any advice given ● ensuring they follow the schools' SEND policy ● work with the SENDCO to identify their own training needs with regard to SEND
Teaching Assistants (including those supporting high needs pupils)	<p>Teaching assistants are responsible for:</p> <ul style="list-style-type: none"> ● supporting the delivery of Quality First Teaching, assisting the class teacher in meeting the needs of all pupils, including those with SEND ● providing targeted support for children with SEND under the direction of the class teacher and SENDCO ● developing positive working relationships with parents / carers and professionals ● assisting with the recording, monitoring and evaluation of pupils' progress alongside contributing to any record-keeping as directed by the class teacher / SENDCO ● assisting with the identification and effective provision of appropriate resources ● adapting resources and approaches as needed to meet the needs of the pupil/s being supported ● attending relevant meetings and undertaking appropriate INSET training ● working alongside teaching staff and the SENDCO in the preparation, implementation and review of provision ● contributing to and attending (when required) the review of My Plans, My Plan+ and EHCP's with school staff, external professionals and parents / carers ● fostering independence in learning and managing physical needs ● planning work programmes or adapted tasks with the class teacher ● preparing material to assist pupil's learning ● keeping accurate and concise monitoring records where appropriate

17 Parents / Carers of pupils with SEND

The SEND Code of Practice is very clear in requiring that schools must work in partnership with parents and carers of pupils with SEND. At Brimscombe, we aim to develop positive, productive relationships with parents / carers in which there is close partnership working to decide on agreed outcomes. This includes active listening to parents / carers about their child and both their strengths and areas for development. Parents / carers will be supported and enabled to:

- recognise and fulfil their responsibilities as parents / carers and play an active and valued role in their child's education
- have knowledge about their child's entitlement and provision within the SEND framework
- make their views known about how their child is educated
- have access to information, advice, and support during assessment and any related decision-making processes about Special Educational provision
- make contact with key staff – by telephone, appointment or email

- access support from the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

18 Pupil Participation

Pupils are encouraged and supported to share their own knowledge and understanding of their learning and their perceptions of what is going well and what they are continuing to experience difficulty with. They are given the opportunity to give their views about the kind of support they think would be useful and can participate in the decision making process. This may be done in the following ways:

- attendance at review meetings or Structured Conversations (where appropriate, dependent on the age of the child)
- sharing their views prior to a review meeting / Structured Conversation
- self –evaluation
- My Profile
- Pupil conferencing
- setting their own outcomes

19 Admission Arrangements

The headteacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. The school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEND. Parents and carers of children who have an Education, Health and Care Plan have a right to ask for a particular school to be named in the Plan.

When the Local Authority consults with Brimscombe, in relation to us potentially providing a place for a pupil with an Education, Health and Care plan, this will be given due care and attention with a focus on whether we are able to put in place the provision required to meet their needs.

20 Training and Continuing Professional Development

Training will be provided as needed in order to maintain and develop the quality of provision for all pupils at Brimscombe. SEND specific training may be delivered by the SENDCO or outside provider e.g. the Advisory Teaching Service. The SENDCO attends SENDCO Cluster meetings held by the Local Authority to ensure up to date guidance is in place.

21 Transition Arrangements

For pupils transitioning to Brimscombe from pre-school settings, where SEND has already been identified, contact will be made by the SENDCO and a mutually convenient time arranged to visit the pupil and where possible also the parents / carers. If a review is being held, the SENDCO will ask to attend this too. If needed, extra visits to school will be arranged and support put in place for the first few weeks of school in September.

For SEND pupils in Year 6 transitioning to secondary school, a meeting will be held with the secondary school SENDCO who will also be invited to their final review. From Year 5, the secondary SENDCO will be invited to the annual review meeting of pupils with an EHCP and asked to contribute to the setting of outcomes that will support transition. For some pupils, extra visits to secondary school will be arranged.

When the school is unable to meet the needs of a pupil with an Education, Health and Care Plan, it may on very rare occasions be necessary for a child to move from the school to a special school. This will be done on request of the parents and will include the advice of the Educational Psychologist / Advisory Teaching Service and the agreement of the LA. To make this change as easy as possible, we will encourage visits to the new school beforehand and a member of staff will be made available to visit with the child (and parent where possible).

The school receives records for all new children from pre-schools and previous schools attended. These are examined by the class teacher and SENDCO to identify any children who have special needs or may require some additional support.

For children moving to another school, records including SEND records are sent securely to the new school as soon as possible.

22 Medical Conditions

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

Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

Pupils with very specific medical needs have an Individual HealthCare Plan which is kept in the School Office, the child's classroom and the staff room.

Signed: N Brown (Headteacher) Dated: 6.2.25

Signed: [Signature] (Chair of Governors) Dated: 6.2.25



Appendix 1

Steps to take when you have a child of concern (not SEN)

