BROCKENHURST CE PRIMARY SCHOOL,
PRE-SCHOOL & NURSERY
www.brockenhurstceprimary.co.uk | adminoffice@brockenhurst-primary.hants.sch.uk
T: 01590 623163
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Special Educational Needs & Disabilities Policy

Brockenhurst CE Primary School,

Pre-School, & Nursery

Approved by:	Board of Governors	
Last reviewed on:	September 2026	
Next review due by:	September 2028	

BROCKENHURST CE PRIMARY & PRE-SCHOOL	
Chair	Chris Willsher
Headteacher	John Littlewood
SENDCo	Beth Dolbear
SEND Governor	Chris Willsher

This policy was produced in collaboration with parents and governors of the school.

1. Aims:

The aims of this policy are:

- To clarify how our school will meet its duties in relation to **identifying** and **supporting** all children with special educational needs and disabilities (SEND), whether or not they have an Education, Health and Care (EHC) plan
- To explain the **roles** and **responsibilities** of all those involved in providing for pupils with SEND

2. Objectives:

The objectives of Brockenhurst CE Primary & Pre-School in relation to SEND provision are:

- To enable the best possible outcomes, aspirations and achievement for **all** children educated at our school, to enable them to succeed in education and make a successful transition to adulthood
- To facilitate the identification, assessment and provision for pupils with SEND by implementing the Code of Practice (2014)
- To identify and provide for children who have SEND
- To recognise the variety of our children's needs and meet them through flexible, responsive provision
- To promote an inclusive approach to working with those with SEND
- To enable our children with SEND to have access to a full and varied curriculum
- To foster a person-centred ethos by facilitating partnerships with parents/carers and external agencies, for the benefit of the child
- To reflect the Code of Practice in stating that, 'teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants and specialist staff (p86, para 6.33).' Every teacher is a teacher of every child or young person, including those with SEND
- To ensure that effective assessment systems and interventions are implemented as early as possible in conjunction with other agencies
- To define the roles and responsibilities for the implementation of clear procedures based on the Code of Practice, to ensure a consistent approach to meeting the needs of all pupils with SEND throughout the school

3. Legislation and Guidance:

This policy has been written with due regard to The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (Sep 2014) , the Equalities Act (2010) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with special educational needs and disabilities

- The Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for education, health and care plans, SEND co-ordinators (SENDCos) and the SEND information report

Definitions:

The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (Sep 2014) states that:

*A pupil has SEN if they have a learning difficulty or disability which calls for **special educational provision** to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.*

Children are considered to have a learning disability if they have:

- **A significantly greater difficulty in learning than the majority of others of the same age**

Or

- **A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools**

A disability is defined by the Equality Act 2010 as ' ...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities.'

4. Roles and responsibilities:

The Governing Body

Must ensure that:

- There is a qualified teacher designated as SENDCo for the school
- The qualified teacher holds a National award in Special Educational Needs Coordination within 3 years of appointment to the role

The Code of Practice advocates that the governing body should appoint an SEND governor or a sub-committee with the specific oversight of the school's arrangements for SEND

The SEND Governor has the following specific roles:

- To help raise awareness of SEN and disability issues at governing board meetings
- To monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body regularly

- To work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Head Teacher must:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SENDCo has the following specific roles:

- To work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- To have day-to-day responsibility for the operation of this SEND policy
- To co-ordinate the specific provision made to support individual pupils with SEND, including those who have EHC plans
- To provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- To advise on the graduated approach to providing SEND support
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To be the point of contact for external agencies, especially the local authority and its support services
- To liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- To ensure the school keeps the records of all pupils with SEND up to date

The Class Teachers have the following specific roles:

- To ensure the progress and development of every pupil in their class
- To work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- To work with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- To ensure they follow this SEND policy

5. MONITORING ARRANGEMENTS:

This policy will be reviewed annually by the Governing Body. It will be updated if any changes to the information are made during the year

6. The SEND Information Report for the Hampshire Local offer

Please refer to the school website for Brockenhurst CE Primary & Pre-School's report.

7. Links With Other policies and documents:

This policy links to our policies on:

- Admissions
- Attendance
- Behaviour
- Equalities
- Health and Safety
- Online Safety
- Supporting pupils with medical conditions