Additional Needs SEN Policy

DRYBROOK PRIMARY SCHOOL

Policy name	Additional Needs SEN Policy
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Owner	TH
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Approver	Local Governing Body
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1. Purpose and principles

Drybrook School is committed to an inclusive education in which every pupil is welcomed, valued and enabled to participate, learn and thrive. We identify and remove barriers to learning, make reasonable adjustments for disabled pupils and use our best endeavours to secure the special educational provision called for by a pupil's special educational needs.

This policy sets out how the school meets its duties for pupils with special educational needs and/or disabilities (SEND). It should be read alongside the SEND Information Report, Accessibility Plan, Equality Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Supporting Pupils with Medical Conditions Policy, Complaints Policy and the Gloucestershire SEND Local Offer.

The views, wishes and feelings of pupils and their parents or carers are central to decisions. Support is planned around strengths, aspirations, agreed outcomes and what works for the pupil, not solely around a diagnosis or a label.

2. Legal framework and publication duties

This policy is informed by the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010, the SEND Code of Practice: 0 to 25 years (2015), the School Admissions Code, the academy funding agreement and Articles of Association.

It also reflects Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, Working Together to Improve School Attendance (current statutory guidance), and statutory guidance on supporting pupils with medical conditions at school.

The school publishes and reviews at least annually its SEND Information Report. This gives families clear, accessible information about identification, provision, consultation, training, specialist support, equipment, transition, complaints and the local authority's Local Offer. The Report includes the SENCo's contact details.

3. Roles and responsibilities

The governing body

The governing body has strategic oversight of SEND and ensures that the school meets its statutory duties, that an appropriately qualified SENCo is appointed, and that provision, outcomes, deployment of resources and the accessibility of information are monitored. A named governor with responsibility for SEND provides appropriate challenge and support.

Headteacher

The Headteacher is responsible for the day-to-day management of SEND provision, ensuring that the policy is implemented, staff receive appropriate training and the governing body receives timely information about inclusion, progress, attendance, safeguarding and provision.

SENCo

The SENCo is Mrs Hannah Brooks-Wilden. The SENCo coordinates provision, advises colleagues, works with pupils and families, liaises with external professionals, contributes to staff development, maintains appropriate records and supports evaluation of the impact of provision. The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where additional adults or specialists are involved.

All staff

All staff are teachers of pupils with SEND. Staff follow this policy, use high-quality adaptive teaching, act promptly on concerns, implement agreed strategies and contribute to respectful, strengths-based communication with pupils and families.

Parents, carers and pupils

Parents and carers are invited to share their knowledge, concerns and aspirations and to take part in decisions about provision. Pupils are supported to express their strengths, difficulties, views and preferred support in ways that are appropriate to their age, communication and understanding. Their views inform targets, reviews and decisions wherever possible.

4. Identifying needs and making provision

High-quality teaching, adapted appropriately for individual pupils, is the first response to pupils who may have SEND. The school regularly reviews the quality of teaching and uses assessment, work, observation, attendance, behaviour, wellbeing, pupil voice and parental insight to identify emerging barriers early.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision that is additional to or different from that generally made for others of the same age. Disability is defined by the Equality Act 2010. A disability does not automatically mean a pupil has SEN, but the school will consider its duties to make reasonable adjustments and to avoid discrimination.

We consider the four broad areas of need, recognising that many pupils have inter-related needs and that the categories should not be used to label or limit support:

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

Factors such as attendance, health, welfare, English as an additional language, looked-after status, service family background, disadvantage or behaviour may affect progress. They are considered carefully and do not, by themselves, constitute SEN.

5. SEN support: Assess Plan Do Review

Assess

The class teacher, supported by the SENCo where appropriate, carries out a clear analysis of the pupil's needs. This draws on assessment and experience, prior progress and attainment, comparison with peers and national expectations where relevant, the pupil's views, parent or carer insight and advice from specialists. Assessment is reviewed regularly and is used to identify barriers and the most effective support.

Plan

Where SEN support is required, the school formally notifies parents or carers, records the pupil on the SEN register and plans provision with the pupil, family, class teacher and SENCo. Plans set out the intended outcomes, adjustments, teaching approaches, interventions, frequency, responsible adults, success measures and review date. Parents and pupils receive information in a form they can understand and are supported to contribute meaningfully.

Do

The class teacher remains responsible for implementing the agreed plan and for ensuring that support is linked to classroom teaching. Teaching assistants and specialist staff work under the direction of the class teacher and contribute to assessment of impact. Provision is delivered in ways that promote independence, participation and access to the full curriculum.

Review

Progress towards agreed outcomes is reviewed with the pupil and parents or carers at planned intervals and sooner where needs or circumstances change. The class teacher and SENCo use the

evidence to decide whether to continue, refine, increase or reduce support, seek specialist advice or consider an Education, Health and Care needs assessment.

6. Education, Health and Care Plans

Where a pupil may need provision beyond that which can reasonably be made from the resources normally available to the school, the school will work with parents or carers and relevant professionals to consider requesting an Education, Health and Care needs assessment. The local authority decides whether to assess and whether to issue a plan.

For pupils with an Education, Health and Care Plan, the school works with the pupil, parents or carers, the local authority and partner agencies to secure the provision specified in the plan. Annual reviews are held in line with statutory requirements, with meaningful preparation and participation by the pupil and family. Interim reviews are convened where needs or provision change significantly.

7. Inclusion, access and participation

Pupils with SEND learn alongside their peers wherever this is appropriate and are supported to take part in the broad and balanced curriculum, enrichment, educational visits, physical activity and the wider life of the school. Adaptations are planned proactively rather than waiting for difficulties to arise.

The school makes reasonable adjustments for disabled pupils and follows its Accessibility Plan to improve access to the curriculum, physical environment and information. Where a pupil has a medical condition, the school works with the pupil, family and relevant health professionals to agree safe, proportionate support, including an individual healthcare plan where required.

The school takes a relational, inclusive approach to behaviour. We recognise that behaviour can communicate unmet need and ensure that responses are lawful, fair, proportionate and informed by a pupil's SEND, disability, communication profile, wellbeing and reasonable adjustments.

Admissions

The school's admissions arrangements apply fairly to pupils with SEND and disabilities. The school does not unfairly disadvantage a prospective pupil because of SEND or disability and will admit a pupil where the school is named in their Education, Health and Care Plan, subject to the statutory admissions framework. Early liaison with families, previous settings and relevant professionals supports timely planning for access, transition and reasonable adjustments.

8. Inclusion strategy and inclusive mainstream framework

The school will publish an accessible Inclusion Strategy statement by 31 December 2026 and review it annually with governor scrutiny. It will explain how the school uses its overall funding for inclusion, including its notional SEN budget and any Inclusive Mainstream Fund allocation, to identify and meet commonly occurring and predictable needs and remove barriers to learning.

The Inclusion Strategy will be informed by the school's cohort profile, pupil and family voice, evidence of impact and the following seven areas of inclusive practice: ambitious leadership and governance; evidence-based early intervention; high-quality adaptive teaching and a curriculum designed for all learners; accessible and enriching provision beyond the classroom; a safe, respectful culture that fosters belonging and attendance; strong partnerships with families and wider services, especially through transition; and inclusive, accessible learning environments.

This policy is the operating framework for that strategy. Leaders will ensure that inclusion is embedded in school improvement planning, resource decisions, staff development, quality assurance and governor reporting. The strategy will be readily available to families and used alongside the SEND Information Report and Accessibility Plan.

9. Working with families, pupils and other agencies

Parents and carers are partners in their child's education. The school communicates early, clearly and respectfully; shares information about progress and provision; and provides opportunities to contribute

to plans and reviews. We seek the pupil's views in ways suited to their age, communication and understanding, and we explain decisions in accessible language.

With appropriate consent and information-sharing arrangements, the school works with relevant professionals including educational psychology, speech and language therapy, occupational therapy, health services, social care, early help, specialist teaching services and voluntary organisations. The school records advice, agreed actions and review arrangements clearly.

Families can obtain free, confidential and impartial SEND information, advice and support from SENDIASS Gloucestershire. The Gloucestershire SEND Local Offer provides information about local services, support and pathways.

10. Attendance, safeguarding and wellbeing

Good attendance is an important protective factor and is essential to access learning. The school monitors attendance carefully, considers SEND-related barriers and works in partnership with pupils and families to provide timely support. Where attendance causes concern, the school follows its Attendance Policy and works with the local authority and other agencies as appropriate.

Pupils with SEND can face additional safeguarding risks, including communication barriers, social isolation, bullying, exploitation, a reduced ability to recognise or report abuse, and a greater reliance on adults. Staff remain alert to these risks, listen carefully to the pupil, make reasonable adjustments to communication and follow safeguarding procedures without delay.

The school promotes emotional wellbeing through inclusive practice, trusted relationships, adaptive teaching and timely access to support. Staff do not diagnose mental health conditions; they record concerns, consult the appropriate lead and seek specialist advice where needed.

11. Transition and preparation for the future

Transitions are planned early and collaboratively. Information is shared lawfully and in good time with receiving staff or settings, and reasonable adjustments are agreed to support familiarisation, participation and continuity of provision. The school supports pupils to develop independence, self-advocacy and the skills needed for the next stage of education and later life.

12. Monitoring, evaluation and training

The impact of SEND provision is evaluated through pupil progress and outcomes, attendance, participation, wellbeing, pupil and family feedback, plan reviews, quality assurance and governor oversight. Leaders use this information to improve provision, training and deployment of resources.

Staff receive ongoing professional development in inclusive practice and SEND. The school obtains specialist advice and training where required to meet a pupil's needs safely and effectively.

This policy is reviewed annually by the Headteacher and SENCo, with governing body approval, and sooner where legislation, statutory guidance, local arrangements or school practice change. The review considers whether pupils are identified early, feel safe, valued and included, make progress towards agreed outcomes, and whether families and staff understand and can access the school's arrangements.

13. Complaints and resolving concerns

The school encourages concerns to be raised early with the class teacher or SENCo so that they can be understood and resolved constructively. If a concern remains unresolved, parents or carers may use the Forest of Dean Trust Complaints Policy. Families may also seek impartial advice from SENDIASS and information from the local authority about disagreement resolution and mediation.

14. Key links

SEND Code of Practice: 0 to 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Gloucestershire SEND and Local Offer: https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send-including-autism/

SENDIASS Gloucestershire: https://sendiassglos.org.uk/

Keeping Children Safe in Education 2026: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Improve School Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

15. Related school policies

- SEND Information Report
- Accessibility Plan
- Equality Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy
- Examinations and Assessment Policy, including access arrangements