

# The British School

Working together for our children's future



## The British School Special Educational Needs and Disability Policy 2026

**SENDCo Katharine Price**

SEN Governor: Rebecca Curtis

**Contact Details:** [admin@british.gloucs.sch.uk](mailto:admin@british.gloucs.sch.uk) The office will then pass any messages/emails to the SENDCo.

*At The British School, we ensure that all children, including those identified as having a special educational need, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.*

*We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities.*

*This policy reflects the Special Educational Needs and Disability Code of Practice 0-25 guidance 2015.*

## Aim

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupils.

## Objectives

- To identify at the earliest opportunity those children with special educational needs and/or additional needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole-school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child, including those with SEND.
- An appropriately qualified/experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld.
- To provide support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain a partnership and high levels of engagement with parents and effectively liaise with outside agencies.

## Identifying Special Educational Needs

Children's needs may be categorised into four broad areas, these include:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for pupils at our school; however, we will also identify the needs of pupils by

considering the whole child, which will include not just the special educational needs of the child or young person.

Other issues that may impact progress and/or attainment but are not considered SEND include:

- Attendance
- Punctuality
- Gifted and Talented
- Underachievement
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked-after child
- Being a child of a serviceman/woman
- Unexplained behaviour difficulties

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

## **A Graduated Approach to SEND support**

### **Assess**

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole-school approach that can quickly identify where a child is not making adequate progress despite high-quality teaching. Information that teachers may draw upon include:

- Teachers' assessment and experience of a pupil
- Pupil progress attainment and behaviour
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupils own views
- Advice from external support services

## Plan

Once the need for SEND support has been identified, the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high-quality teaching, adapted for individual pupils, is in place.

Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENCO.

We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year.

Advice will be sought and followed from various outside agencies as required.

In addition to the above, the process of planning for a child with a statement or an Education Health Care Plan (EHCP) will take account of the statutory requirements from their statement/EHC Plan.

## Do

The teacher is at the centre of day-to-day responsibility for working with all pupils, including those with identified SEN. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class, as the teacher is ultimately responsible for assessing the impact of targeted interventions.

## Review

As mentioned, teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year, both formally and informally. In addition to this, for pupils with recognised SEND, the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?

- Are the pupils on track to meet their end of year/ key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

## The role of Parents/Carers and Children in the graduated approach

In the new code of practice there is a stronger emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, regular meetings will be organised for parents, carers and children to contribute to the plan, do and review process to ensure that the needs of the child are truly reflected in the provision being provided by the school. These meetings are held approx. every 6-8 weeks.

## Managing pupils' needs on the SEND register

Under the new Code of Practice 0-25 2015, there are two ways in which a child with SEND might have their needs categorised: **SEN Support** or **Education Health Care Plan (EHC)**. The main difference between the two categories is that those with an EHC have their statutory rights protected by law, whereas those categorised as SEN support will be met through in-house arrangements according to personalised, specific needs (see Assessment section on the Graduated Approach to SEND Support).

An SEN register will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

Using the 'plan, do, review' process, teachers will try to provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

If, following a review meeting, it was felt that a child had made significant progress and no longer needed to be on the SEN register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances, including but not limited to: classroom adaptations, small group interventions, use of visuals and use of technology.

The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents. For more information, please see our contribution to the local offer located on the school website.

As a school, if we identify that we are unable to fully meet the needs of a child, we will:

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs.
- Carefully track and monitor support progress and attainment.
- Liaise with other settings to develop support for a child.
- Request a statutory assessment in order to put in place an EHCP.
- Involve parents and carers throughout this process at all stages.

The school is responsible for providing adequate resources through the budget assigned to SEN, and this is monitored closely by the Headteacher, SENDCo and appropriate governors.

Pupils eligible for funding through a Education and Health Care Plan (EHCP) are tracked, monitored and reviewed annually through the review process within the school and the SEN case-work panel for Gloucestershire local authority. The panel will then identify if the EHCP will require any adjustment.

There are clear guidelines for the EHCP process. Information can be found at: [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)

### **Training and Resources**

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs.

- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCO has regular training on updates in SEN issues/developments both nationally and locally through the locality cluster group.
- The SENCO is also a member of a locality Early Help cluster group who meet once a term to share good practice and peer support. This is led by a local authority Early Help coordinator.

Resources are purchased as and when they are required.

### **Roles and Responsibilities**

The SEND governor will offer support and challenge to the school SENCO. They will meet at least three times a year to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Full Governing Body regularly.

All teaching assistants are line-managed by the SENCO. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases, a teaching assistant will be allocated to an individual child.

Teaching assistants are invited to attend and contribute to a child's Annual Review process.

### **Storing and Managing Information**

All documentation linked to children on the SEND register is securely stored with access only to the school SENCO and members of SLT. All documents are handed to new settings during transition, whether in year transition or phase transition e.g. to Secondary School. Any documentation no longer required is shredded.

### **Dealing with complaints**

Positive home-school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made, this needs to be in accordance with our school's complaints policy.

### **Reviewing the policy**

The SEND policy will be reviewed on an annual basis by the SENCo and Head Teacher alongside the governing body and ratified accordingly. Opportunities will be given to parents to respond to the policy and share their thoughts with a member of staff.

**Date to be reviewed**

**April 2027**