MITCHELL BROOK
PRIMARY SCHOOL

SEND Policy
2026-2027

Approved by: Full Governing Body	**Date:**
Last reviewed on: September 2026	
Next review due by: September 2027	

Introduction

At Mitchell Brook Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is '***additional to and different from'*** that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

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

Mitchell Brook Primary School has a qualified SENCO who is a member of the Senior Leadership Team (Zoe Hibbert) and a named Governor responsible for SEND (Andrea Gray). Together they ensure that the Mitchell Brook Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies within the school.

Defining SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

SEND at Mitchell Brook Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively

- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identification, Assessment and Provision

Provision for children with SEND is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day–to–day responsibilities.

All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next step of the child's learning.

Early identification of pupils with SEND is a priority. This is to ensure that the school is taking action to meet the needs of all pupils and supports the provision of Quality First Teaching by the Class Teacher. The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Reasons for a child being added to the SEND register may include the fact that he/she:

- makes little or no progress, even when teaching approaches and interventions are targeted, particularly towards a child's identified area of weakness.

• is having support from external professionals for cognition, social & emotional, physical, sensory, communication & interaction difficulties.
• shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
• presents with persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
• has a disability as defined by the Code of Practice including long-term health conditions such as diabetes, epilepsy or cancer
• has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
• has communication and/or interaction difficulties, which may mean he/she makes little or no progress

The Role of The SENCO and what Provision Looks like at Mitchell Brook Primary School

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

• overseeing the day-to-day operation of the school's SEND policy.
• co-ordinating provision for children with SEND
• liaising with, advising and working alongside teachers to model good practice
• overseeing the records of all children with SEND
• liaising with parents of children with SEND
• contributing to the in-service training of staff.
• liaising with local secondary schools so that support is provided for y6 pupils as they prepare to transfer.
• liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
• co-ordinating and developing school-based strategies for the identification and review of children with SEND
• making regular visits to classrooms to monitor the progress of children on the SEND register.
• to oversee the school's implementation of the 2014 code of practice ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date

Identifying children at SEND Support

See Appendix 1 for a step by step guide. Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- SEND Coaching Sessions mid-way through the Autumn term to discuss any concerns teachers may have.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than

expected progress, given their age and individual circumstances, they will seek to identify a cause. 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

- If, after additional support is put in place, teachers still have concerns about a child's needs they complete a Concern Form which is submitted to the SEND Team and the pupils' needs are discussed and if appropriate assessments are carried out and a plan of support is put in place.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have Autistic spectrum condition (ASC), Attention deficit hyperactivity disorder (ADHD) or any other disability.

Once a child has been identified as having SEND, the class teacher and SENCO will invite the parents to a meeting to:

- discuss assessments that have been completed or any referrals and interventions that may take place,
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of '*Assess, Plan, Do, Review'* required in the Code of Practice.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. If the child has an EHCP then annually, there is an Annual Review of the child's progress.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

If children fail to make progress, in spite of high quality, targeted support at SEND Support, we may apply for the child to be assessed for an EHC Plan. A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents and the child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

If the application for an EHC Plan is successful, a member of the Brent SEN Assessment Service will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LEA will produce the EHC Plan, which will record the decisions made at the meeting.

Children with an EHCP will have an Annual Review each year in addition to termly Structured Conversations. When this coincides with transfer to secondary school, the SENCO from the secondary school will be invited and/or informed of the outcome of the review.

An EHC assessment can be requested by parents if they feel their child is not making sufficient progress. Parents will need to request the assessment from Brent special educational needs assessment service (SENAS) and can contact SENDIASS (Special Education Needs Independent Advice and Support Service) to provide them with support through the process.

Individual Education Plans

Each pupils with an EHCP has an Individual Support Plan which breaks down their EHCP outcomes into short term targets. This includes strategies employed to enable the child to progress will be recorded within an Individual Education Plan which and will include information about:

- The short-term targets set for the child which will be SMART (Specific, Measurable, Achievable, Realistic, Timely)
- The provision to be put in place
- How the targets will help the child in their learning
- How the child can be successful
- The review date
- The child's views will be sought and taken into account, as well as those of the parents, whose support is vital if progress is to be achieved and maintained.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by an LSA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by the class teacher- who monitors progress towards the targets during the intervention- the SENCO and the Assistant Headteacher, who monitor overall progress after the intervention.

- Interventions are planned in six to twelve week blocks
- At the beginning of each block, children are assessed and benchmarked and then at the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

Monitoring Children's Progress

In order to help children with special educational needs, Mitchell Brook Primary School will adopt a *graduated response*. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. If there is a concern around a child's rate of progress then it is the responsibility of the class teacher to take steps to address the issue. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. At each stage of the Graduated Approach parents will be kept informed of the process (see Appendix 1).

The Graduated Approach



Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENCO and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' consultations or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND. The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents.

The use of outside agencies

External services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

Staff Expertise

All of our teachers and LSAs are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LEA courses, provision of books or guidance towards useful websites.

Some of our LSAs have Speech and Language training which helps them to support children with communication difficulties. Other LSAs have expertise and training on other areas or specific interventions. All LSAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with Social, Emotional and Mental Health needs

Behaviour is not classified as a Special Educational Need. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we can offer Mental Health Support Team services or complete an EHA with the family and support the child through that process. We also work closely with the Brent Inclusion Service.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescent Mental health Services (CAMHS) or we make a referral to CAMHS as a school with parental consent. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers social skills or therapeutic interventions such as ELSA (Emotional Literacy Support Assistant).

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the child who has been bullied.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCO and the Deputy Head Teacher for Inclusion hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Appendix 1

Four steps to raising SEND concerns				
	Step 1: Quality First Teaching with Reasonable Adjustments	**Step 2: Interventions – Whole School Provision**	**Step 3: Implementation and Review**	**Step 4: Inclusion referral to SENCO**
Communication with parents	Make parents aware of initial concerns by speaking to them informally "I just wanted to let you know that we have noticed (NAME) is struggling a little bit with XXX therefore we have put in place XXX to support them." Record communication on CPOMs as it will be needed to paint a picture for the SEN register.	Make parents aware that concerns are still there by speaking to them informally. "(NAME) is finding XXX difficult and therefore they are getting some additional support via XXX intervention" Record interventions on provision map and feedback outcome to parents at the end.	Keep parents updated on their child's progress through informal conversations, Structured Conversations or Parent's Consultation.	Explain to parents that you will be completing an SEND Referral Form.
Cognition and Learning	• Differentiation/modifying tasks and delivery • Pre-teaching • Visuals and modelling • Now/Next or task boards • Word banks/Sentence starters • Mind maps • Longer processing time • Chunking of instructions • Multi-sensory approach	• Daily reading • Precision teaching • Pre-teaching • Small group tuition • Phonics small group • Catch up maths • Catch up literacy • Closed reading • Inference group	Review Interventions on a 6 weekly cycle. If no progress has been made then move to Step 4.	IEP to be completed Referral to EP
Communication and Interaction	• Visual timetable • Simplified language • Repeat instructions back • My turn/your turn • Increased visuals and modelling Structured routine (social story if there are changes)	• Communication keys • Lego therapy • Bucket Time		IEP to be completed Referral to SALT
Social, Emotional and Mental Health	• Meet and greet with trusted adult • Clear boundaries and routines • Adaptations to timetable • Coping toolkit (calm box) • Preparation in advance (as much as possible) of any changes • Feelings chart/tracker to explore feelings • Jobs/responsibilities • Social stories	• Social skills • Lego therapy • Learning mentor support • Mental Health Support Team		IEP to be completed Referral to CAMHS
Sensory and Physical	• Adaptation of resources –(IWB, worksheets etc) • Adaptations to the environment • Pencil grips, Wobble Cushions, Ear defenders, Fiddle toys, Weighted cushions/blankets • Movement breaks • Sensory room time	• OT Whole School Programme • Penpals Handwriting intervention • Sensory room		IEP to be completed Referral to OT