

# Brixham Church of England Primary School



**Brixham C of E  
Primary School**

## Special Educational Needs (SEN) Policy

**Brixham Church of England Primary School Policy  
for Special Educational Needs, Disability and Inclusion**

Date:	27 <sup>th</sup> January 2020	Agreed by:	FGB
Review Period:	Annual	Next Review:	November 2020

***Signed: Marie Tyrell***

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## 1. SEND PROVISION RESPONSIBILITIES

- The person responsible for overseeing the provision for children with SEND is **Cristy Nelson (Headteacher)**
- The person co-ordinating day to day provision of education for pupils with SEND is **Marie Tyrrell [SENCO and member of the SLT]**
- The governor responsible for SEND is **Arthur Lucas**

These people ensure that the Brixham C of E Special Educational Needs policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014), the Local Education Authority and other policies current within the school.

## 2. INTRODUCTION

Brixham C of E Primary is committed to providing an appropriate and high quality education to all the children in our care. We believe that all children, including those identified as having special educational needs or a disability, are entitled to a broad, balanced and creative academic and social curriculum, which is accessible to them and for them to be fully included in all aspects of school life.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We recognise that pupils learn at different rates and that many pupils, at some time in their school career, may experience difficulties which affect their learning. We understand that there are many factors affecting achievement including ability, emotional state, age and maturity, which may be an ongoing issue or occur for a short period of time.

## 3. WHAT ARE SPECIAL EDUCATIONAL NEEDS?

The definition of special educational needs (SEN) taken from the Children and Families Act 2014...

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.*

*For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

*For a child under two years of age, special educational provision means educational provision of any kind.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition...above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

#### **4. AIMS**

This policy describes the way in which we use our best endeavours to provide special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to ensure we meet the needs of children who experience barriers to their learning. Also we will ensure that those needs are known to all who are likely to work with them, and that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with peers who do not have special educational needs

These barriers are related to the four areas of need below (identified in the Code of Practice September 2014)

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

*(Behaviour is no longer seen as a specific area of need, but it is felt it is often used to show issues in other areas and linked to other barriers and these must be identified and worked on)*

At Brixham C of E Primary School we aim to identify these needs as they arise, as early as possible, and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

#### **5. OBJECTIVES**

1. To ensure the Equality Act 2010 and SEND Code of Practice 0 – 25 (September 2014) and other relevant guidance are adhered to and implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate, prejudice and discrimination against children with special educational needs and/or disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible to ensure they meet their full academic and social potential.
4. To provide appropriate support and guidance to staff working with SEND children in school.
5. To provide full access to a broad, balanced and creative curriculum through differentiated planning by class teachers, SENDco, and support staff as appropriate.

6. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at **SEN Support** or **Educational Health Care Plan (EHCP)**.
7. 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.
8. To consult parents/carers at every stage in any plans to meet their child's additional needs.
9. To consult the children themselves in planning and in any decision making that affects them.
10. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

## **6. EQUAL OPPORTUNITIES AND INCLUSION**

At Brixham C of E Primary, we believe educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment and background, so we feel it is important that 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.

Therefore we are committed to inclusion and continuously strive to improve and develop cultures, policies and practices that include all learners. We believe that all children should be equally valued in school and therefore we aim to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe, aiming to engender a sense of community and belonging which we model in our staffing policies, relationships with parents/carers and the community.

## **7. IDENTIFICATION, ASSESSMENT AND PROVISION**

*'Provision for children with special educational needs is a matter for the whole school and all teachers are teachers of children with special educational needs.'*

The school's systems for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing and who may have additional needs. These include looking at and assessing data including:

- on entry to school data
- end of previous year results
- ongoing teacher assessment
- regular leveled assessments
- SATs levels.

Based on the school's observations, assessment data and following a discussion between the SENDco, class teacher and parent, the school may begin a graduated approach as listed below:

- Differentiated curriculum support within the class (differentiated planning)
- Additional support through **Special Educational Needs In Class (SENIC)**
- Additional support through **SEND Support** provision
- Additional support through **EHCP** provision

## 8. DIFFERENTIATED CURRICULUM PROVISION

In order to make progress a child may only require small differentiation of the class objectives to be made. The differentiation may involve modifying learning objectives, teaching styles and access strategies along with 'Quality First Teaching'. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher (differentiation can be by outcome, support or activity).

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making progress at this level of intervention (attainment gap closed between them and their peers, gap is narrowing and progression is continued, child's rate of progression is improving and they can again access the full curriculum with little or no differentiated planning, self-help/social skills improved).

## 9. ADDITIONAL SUPPORT THROUGH SPECIAL EDUCATIONAL NEEDS IN CLASS (SENIC)

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **Special Educational Needs In Class (SENIC)** level may need to be made.

**SENIC** provision would be indicated where there is evidence that:

- There has been little or no progress made with existing differentiation
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, social and mental development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

Children identified as needing some extra support/intervention within class to support an area/areas of learning are identified on a class Special Educational Needs In Class (SENIC) List and within a class SENIC folder all records of the child's intervention will be kept for all staff to access (so all are working together and aware of child's needs, can see what the child has done and their proposed next steps).

Children recorded on the **SENIC List** are usually those who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge/skills, spelling, reading or numeracy skills. These children will have provision for their common needs in small group as well as some individualised support for their more unique needs.

The group may be taught by the class teacher, by a class LSA or a specific LSA linked to the intervention. The responsibility for planning for these children remains with the class teacher, in consultation with the SENDco.

Provision will run concurrently with differentiated curriculum support. Whether these interventions are individual or as a group they will be reviewed at set times (e.g. whether a ten week programme or half termly), then the relevance of this intervention continuing or ceasing is assessed by the relevant staff and decisions made accordingly.

## 10. ADDITIONAL SUPPORT THROUGH SEND SUPPORT PROVISION

As part of the review process, the teacher, SENDco and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised/group intervention and/or concentrated support for a considerable period, the child continues to have significant needs and is still not making expected progress.

Where this is the case a decision may be made to make provision at **SEND Support** and at this stage the child's name is added to the **SEN Register**. These are children whom we consider to have more severe or longer term needs that result in an application for further professional advice.

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. Agencies can involve Specialist Advisory Teachers and Educational Psychologist.

A child receiving provision at **SEND Support** will have an *Individual Support Plan (ISP)*. Provision will run concurrently with differentiated curriculum support.

## 11. ADDITIONAL SUPPORT THROUGH EHCP PROVISION

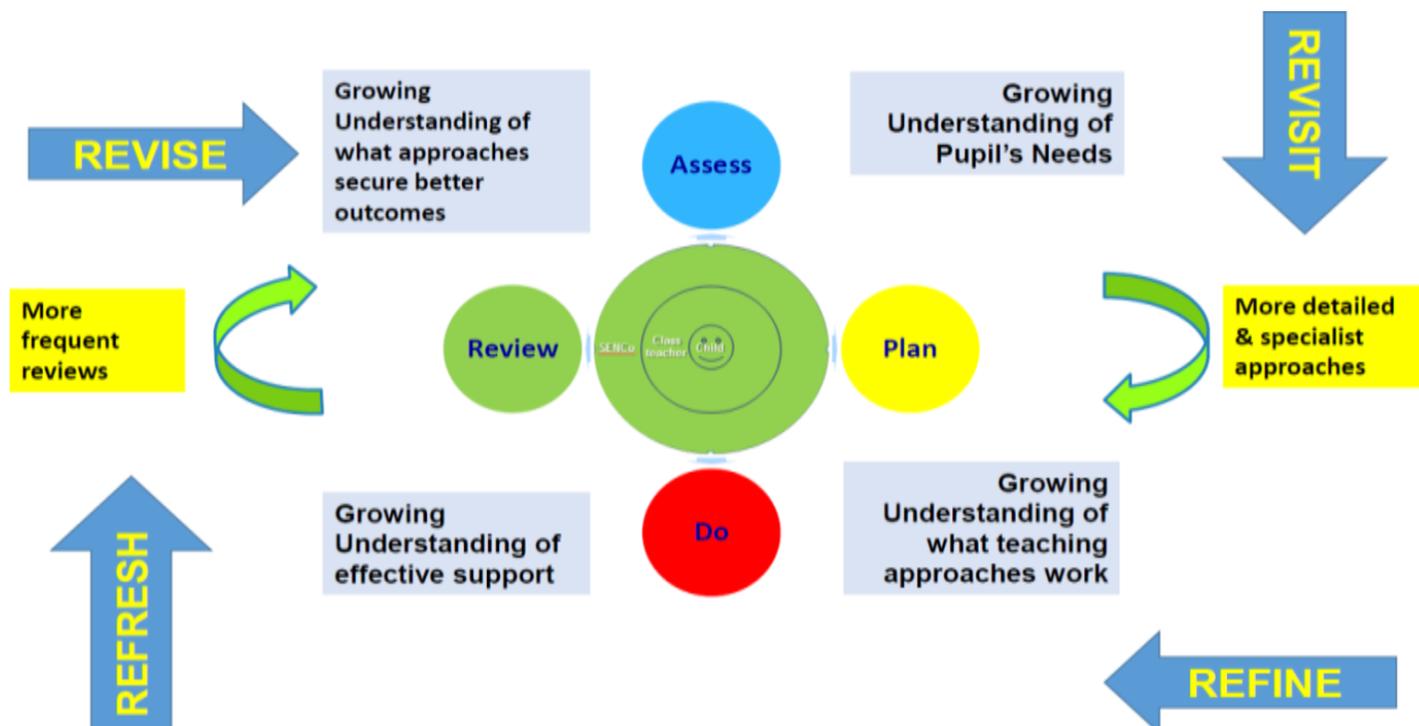
For a child who is not making progress, despite a period of intervention at **SEND Support**, including guidance from outside agencies, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Educational Health and Care Plan.

The school is required to submit evidence to the LA whose Assessments Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school (evidence gathered includes information of interventions/support at the previous stages). This judgement will be made using the LA's current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before whilst awaiting the outcome of the request.

A child who receives an Educational Health and Care Plan will continue to have arrangements as for **SEND Support**, as well as any other additional support that is deemed appropriate and provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENDco, to review the continuing relevance of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

At each stage the class teacher is responsible, alongside support and guidance from the SENDco, in using the 'Plan, Do, Review and Assess' system below and parents are kept informed through chats, meetings and reports.



## 12. ENGLISH AS AN ADDITIONAL LANGUAGE

It is essential, when a child with English as an Additional Language presents with special educational needs, that particular care is taken to identify whether the needs are due to limitations in their command of English or arise from special educational needs. Therefore assessments and observations are necessary and relevant staff will be involved and use knowledge from data, observations and assessments along with the SENDco to make the decision and then support accordingly.

## 13. THE ROLE OF THE SENDCO AND WHAT PROVISION LOOKS LIKE AT OUR SCHOOL.

1. The SENDco will meet with class teachers at least three times a year to discuss children with additional needs, concerns and to discuss/review Individual Support Plans. Targets arising from ISP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
2. At other times, the SENDco will be alerted to newly arising concerns through discussions with staff working with pupils, parents concerns or through data.
3. The SENDco monitors planning for SEND, supports year group teams with curriculum planning and offers guidance and advice on children's needs through conversations and plans (e.g. Statement Implementation Plans, ISPs, Behaviour Plans, etc).

4. The SENDco, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and assessment of data regularly.
5. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDco, teachers and by trained Learning Support Assistants (LSAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENDco and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
6. Support staff, class teachers, SENDco and outside agencies liaise and share developments in order to inform reviews and forward planning.
7. The SENDco also supports and instructs LSAs linked to specific SEND children, ensuring they have relevant training and resources needed and have timetables of support for the specified child.
8. Completing referrals and relevant paperwork is another area for the SENDco, often resulting in liaison with outside agencies (including school nurse, speech and language therapists, CAMHS workers, Safeguarding Hub coordinators, Link Tutor, Educational Psychologist, other medical professionals and Social Workers).

#### **14. ALLOCATION OF RESOURCES**

The SENDco is also responsible, in conjunction with the Headteacher, for the management, ordering and sharing of SEND resources from the annual SEND budget, whether relevant equipment or adult allowance. This is decided upon the needs of the children and the most appropriate resources needed and/or available.

For some children with Educational Health Care Plans there may be an element of 'top-up' funding above and beyond the original allowance agreed for each of these children from the LA. This specific 'top-up' funding as well as the allowance from the annual notional budget is calculated for the child related to their needs and how these can be best met, through resources, equipment or adult time, and then these are allocated accordingly.

#### **15. PARENT/CARER AND CHILD PARTICIPATION**

At Brixham C of E we feel that it is essential for parents and school to work together as this provides consistency for the child and this holistic approach has shown to have the best impact for most children. Therefore we keep parents informed and involved at each stage of the SEND process and try to have formal/informal chats regularly, so all are kept up to date. These are alongside the termly progress meetings held by teachers and parents, sometimes with additional information from the SENDco. If parents want to discuss their child and their progress or provision at any point we encourage them to ask for a meeting with the relevant staff, either directly or through the receptionist.

Children are involved in their SEND provision through discussions about their learning, as well as involvement in the development and reviewing of their ISPs (age appropriate). Also the views of children with EHC Plans are gathered before their annual review.

## **16. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school 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. Any children who may have disabling medical issues will be catered for as directed in the Equality Act 2010.

All children with a medical condition, whether they have a disability or not, will be treated equally as per the SEND Code of Practice 2014 and Equalities Act 2010. Children with medical issues or a disability will have a medical/care plan placed in appropriate areas within school, which states their condition, what this means and what to do/who to contact in an emergency.

***It is the responsibility of the parents/carers to keep all medication kept in school up to date, including Epi-pens and asthma inhalers. We ask that parents keep a record of all medication and its expiry date and let the school have new medication before the expiry date. School will have an inhaler on site in the case of emergencies***

## **17. YOUNG CARERS**

Brixham Church of England Primary School is committed to supporting young carers to access education. Young carers have been identified as one of the vulnerable groups of children as such we aim to ensure that we identify and offer appropriate support to access the education to which they are entitled.

Young carers come together on a regular basis to champion each other, share experiences and coping mechanisms. There is also individual support when needed.

## **18. THE ROLE OF THE GOVERNING BODY**

The governing body ensures the school and its member's secure necessary provision for any pupil identified as having special educational needs. They also ensure all teachers are aware of the importance of providing for these children and that funds and resources are used effectively.

The governing body admits children with special educational needs in line with the schools agreed admissions policy.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

## **19. MONITORING AND EVALUATION**

The SENDco monitors the movement of children within the SEND 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 through advice, sharing information and in helping draw up Individual Support Plans for children. The SENDco and the Headteacher hold meetings to review the work of the school in this area and the SENDco and the lead governor with responsibility for special needs also hold meetings.

**This policy is reviewed annually.**