



Bromesberrow St Mary's C of E (VA)
Primary School and Preschool

Special Educational Needs Policy
and Information Report
November 2019

To be read in conjunction with the Safeguarding Policy

Our Vision



'REACHING FOR THE STARS'

Bromesberrow St Mary's Church of England Primary School is committed to deliver the highest standards in teaching and learning, in the pursuit of developing potential without limitations. We are dedicated to the fulfilment of each individual's potential and will strive to enable all children to grow intellectually, spiritually and morally, into successful and resourceful human beings, with the skills and resilience to adapt to an ever-changing world. Nurturing the personal needs alongside the academic ensures that our children continue to progress so well at Bromesberrow. Christian Values and strong community links are embedded throughout our school, creating a friendly and happy environment, with an open and engaging approach.

Developing Potential without Limitations

What does this mean?

Our school provides a broad and balanced curriculum for all children. Some children have individual learning needs, which could create barriers to learning. Teachers are trained to recognise these and make additional provision to support pupils and enable them to participate effectively in the curriculum to make good progress. Special educational needs may be experienced by an individual either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the needs of individual pupils.

We have a published School Offer on our website

www.bromesberrowschool.co.uk, which sets out 'in a nutshell' our approach to SEND. The Local Authority also has a local offer published on their website.

Please follow the link:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

Legislation and Guidance

This policy was created by the Governors of Bromesberrow St. Mary's School, with support from the Local Authority guidance and guidance from the Dfe and other partnership schools. It conforms with the statutory Special Educational Needs and Disability (SEND) code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.

The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) Plans, SEN coordinators (SENCOs) and the SEN Information Report.

Roles and Responsibilities

Job	Named Person	Contact
SENCO (SENCO Award Qualified)	Mrs Laura Hankins	01531 650340
SEND Governor	Mrs Natalie Crickett	01531 650340
SEND Teaching Assistant Specialisms: <ul style="list-style-type: none"> • Social, behavioural and emotional support programme (Zippy's and Apple's Friends) • Talkboost • Precision Teaching 	Miss Michelle Blewitt	
SEND teaching assistant specialisms: <ul style="list-style-type: none"> • Precision Teaching • Pre and Over learning 	Mrs Lucy Green	
SEND teaching	Mrs Gemma Meek	

<p>Assistant specialisms:</p> <ul style="list-style-type: none"> • Phonics trained • Precision teaching 		
<p>SEND teaching Assistant specialisms:</p> <ul style="list-style-type: none"> • Phonics trained • Precision teaching 	<p>Mrs Lisa Ogilvie - Smals</p>	

What we believe...

- All children regardless of their strengths and weaknesses are valued members of our school. They should feel secure and supported, have opportunities to experience success and know that expectations of them are high.
- All children are entitled to a broad and balanced curriculum which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues.
- All children should be supported to become confident individuals living fulfilling lives. (Code of Practice 2014)
- Effective assessment and provision with the greatest degree of partnership between children, parents, school, the LA and other agencies will enable the child's needs to be met with success.
- We share a whole school responsibility to ensure all children are given the opportunity to achieve their full potential.

What we aim for... (having due regard to section 19 of the Children and Families Act 2014)

- To ensure that all children placed on the Special Educational Needs Register have their needs met and that their views, wishes and feelings are taken into account.
- To make clear the role of all partners involved in the support of individual pupils, valuing the input and participation of the child and their parents in the decision making process.
- To enable all pupils to have full access to all elements of the school curriculum.
- To implement intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum.

- To create an environment that meets the Special Educational Needs and disabilities of each child. To ensure that all Individual Learning Plans (My Plans/My Plan +/-EHCP) are of good quality and meet the requirements and needs of the child as outlined in the Code of Practice 2014.

How will we achieve this?

By:

- providing additional support for children who need help, involving parents and the child in the planning process, ensuring that they are informed, participating and confident that their child is getting the best support catered to their needs;
- planning for children's full participation in learning, and in physical and practical activities, taking into account barriers for learning and working with all stakeholders to endeavour to overcome these.
- helping children to manage their behaviour and to take part in learning effectively and safely;
- supporting individuals in managing their emotions, particularly trauma or stress, and to engage in learning.

Special educational needs

Children with special educational needs have additional learning needs that call for special provision to be made. All children may have special needs at some time in their lives.

What is SEND?

A child or young person has SEND if they have:

- A learning difficulty or disability which calls for special educational provision to be made for him or her
 - Significantly greater difficulty in learning than the majority of others at the same age
 - A disability that prevents or hinders them from making use of educational facilities.

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.

Categories of SEND

In order to provide the most appropriate and effective level of support for children who are identified as having SEND, our first step is to try and identify the highest area of need for an individual child. The categories of SEND need are:

- Cognition & learning (a child may think or process information differently to most other children)
- Social, emotional & mental health
- Communication & interaction

- Sensory and or physical needs

The Equality Act 2010 provides protection from discrimination for people with disabilities, emphasising the importance of access and inclusion for all. Please see the school's policy on Equality, Disability and Access, which is available on our school website www.bromesberrowschool.co.uk. This includes our vision for continuing to improve access arrangements at Bromesberrow.

Children with Medical Conditions

Children with different medical conditions are welcomed and supported at Bromesberrow. It is the Governing Body's duty to ensure that arrangements are in place to support pupils with medical conditions, so that they can have equal access and enjoy the same opportunities at school as any other child (Supporting Children at School with Medical Conditions, April 2014). As a school we work closely with parents/carers, healthcare professionals, the local authority and other agencies to ensure a child's medical needs are met fully at school. Please see our Medical Policy for more information on procedures, approach and ethos.

How do we manage this?

SENCO:

We have a Special Educational Needs Coordinator, who is a qualified teacher (as required by the SEN Code of Practice 2014). Our current SENCO is Mrs Laura Hankins (Head Teacher), contactable through the main office number: 01531 650340 or at head@st-marys-bromesberrow.gloucs.sch.uk

In our school the Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for individual pupils;
- equips every member of staff with the confidence to address SEN;
- manages responses to children's special needs;
- supports and advises colleagues;
- seeks advice from external agencies where necessary;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as a direct link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be executed;
- monitors and evaluates the school's special educational needs provision and reports to the governing body;
- manages the role of teaching assistants and one to one support assistants linked to children with special educational needs;

The role of the Governing Body

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs as part of continued school improvement. A special needs governor (Natalie Cricket) is elected and ensures that they are involved and up to date with special needs policy and practice at the school. The Governing Body, regularly review achievement of pupils with SEND and compare this with that of their peers, both locally and nationally. The Governing Body ensures that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy (which is available on our school website or on request). If you have any comments about anything held within this policy please contact the special needs governor or SENCO.

The role of the Headteacher

In our school, the Headteacher is the SENCO, so carries out the role as part of her headship duties.

The role of the Class Teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEND Information Report

The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties**
- **Cognition and learning, for example, dyslexia, dyspraxia,**
- **Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),**
- **Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy**
- **Moderate/severe/profound and multiple learning difficulties**

How do we identify SEND?

- 1) Early identification of SEND is vital. The class teacher informs the SENCO of any concerns at the earliest opportunity so that early intervention and support can be put in place.
- 2) The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices and with the addition of further assessment tools where needed.
- 3) The SENCO works closely with pupils, parents and teachers to plan an appropriate programme of intervention and support.
- 4) The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Stages/levels of SEN

Cause for Concern

The class teacher identifies areas of concern and consults with the SENCO, who will then carry out an analysis of the child's needs, gathered from whole school data, previous progress and attainment, and class teacher observations. Parents and pupils will be consulted and their views sought. The class teacher and SENCO will draw up a One Page Profile, identifying needs and actions. Early intervention will be put in place to support within the classroom.

My Plan:

- Parental consent is sought and participation encouraged to build an individual 'needs led' learning plan for a child. These will involve needs targets, which could be academic, physical, medical or emotional, and may be to work on at school and/or at home. Plans are reviewed each term.

- Structured conversations 2 times per year (at a minimum) provide opportunity for these learning plans to be reviewed and amended with parental input.
- More in depth assessments are conducted to facilitate an understanding of an individual pupil's barriers to learning and how these can be overcome.
- Provision mapping will be used if the child or children need something that is different from or additional to what is usually differentiated for in the classroom. Progress is closely monitored and assessed.
- The SENCO supports the class teacher in gathering information, assessments and co-ordinating the child's provision.

My Plan Plus:

After My Plan has been in place for some time and progress is still of a concern, it may be necessary to widen the breadth of support offered to a child. At this point, the class teacher and the SENCO will seek outside agency involvement for a multi-agency approach. A My Plan + will be coordinated by an elected Lead Professional (most often the SENCO).

The Lead Professional will (as outlined in the Gloucestershire Guidance Booklet for SEND, 2014):

- Meet with the child and/or their parents to discuss concerns
- Seek the views of the child about their thoughts for the future and aspirations (possibly using a One Page Profile format).
- Seek the views of parent/carers about their hopes and aspirations for their child.
- Explain the purpose and need for a My Plan+ and how this involvement will benefit the child.
- Gain informed consent.
- Refer the child to appropriate agencies or services, who become the Team Around the Child (TAC).

As soon as consent is obtained, the Lead Practitioner will send a partially completed Analysis of Assessment form to all those professionals outside of school working with a child, who add to the analysis document. The Lead Practitioner is responsible for ensuring that the My Plan + is put in place as quickly as possible (between 3 and 12 weeks, depending on whether the child is already known to professionals). The Lead Professional will then organise a TAC meeting to include parents/carers and the child if appropriate so the information can be discussed. The team can then identify needs, targets, actions and outcomes. The My Plan+ needs to be reviewed regularly (termly) to ensure positive outcomes are met. If good progress continues to be made, it may well be that the My Plan + is converted back to a My Plan.

Educational Healthcare Plan/Statement:

If following reviews of My Plan + it is clear that a child hasn't made significant progress towards targets, it may be appropriate to recommend an Education, Health and Care Plan (EHCP). This can be requested by a parent/carer or from a person acting on behalf of an education provider (ideally with parental permission). If it is decided by the Local Authority (LA) Panel that an EHCP is needed, all stakeholders will be contacted and a TAC will be called to draw up the plan. This plan will initially be drafted and costed and then sent off to be approved. Once agreed a final EHCP will be issued by the LA, with a specified review date.

What should parents/carers do if they think their child has SEND?

Contact either the Class teacher or the SENCO (Laura Hankins) whomever they feel most comfortable in talking to initially. A meeting to discuss concerns can then be arranged.

How do we ensure all children are included?

- All children are given the opportunity to achieve their full potential.
- Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stages of learning.
- My Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. We use SMART (Specific, Measureable, Achievable, Realistic and Time-constrained) targets.
- Provision mapping is also used for individuals and groups of children to highlight where resources are being used effectively and to provide appropriate and targeted support, ensuring that provision matches the identified needs of individual pupils. This also identifies how support is deployed within the school and can help to identify any potential gaps in provision.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation.

- Children with different medical conditions and disabilities are always included with adaptations being made to the curriculum or experience to ensure that they can participate wherever possible. We have a clear policy on children with medical conditions, which should be viewed in conjunction with this (available through the school office).

How do we involve pupils and parents?

- Children's views are sought and valued through conversation and captured in a one page profile. We make every effort to involve children at an appropriate level in planning and tailoring support to their needs.
- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- We have termly meetings to share the progress of children with SEND with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- The SENCO is the named person in regards to links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEN.

How will progress towards identified outcomes and effectiveness of our SEN provision be assessed and reviewed by us and how will we involve parents and children in this process?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

- The class teacher and the SENCO will work together to plan out a clear analysis of the child's needs, drawing on teacher's experience of the pupil
- Regular tracking of SEND pupils identifies progress in learning in the core subjects. This progress is reported back to parents during structured conversations and through reports.
- Our SEND provision is reviewed at meetings and through evaluation of our provision mapping, looking at individual progress.
- Children are involved in their own target setting and know their own goals and objectives where deemed useful.

- We often complete a One Page Profile with a child, where they are able to express their needs, wants and aims.

How do we prepare our school to welcome and support SEN pupils/students and how do we arrange and support a transfer to another school/educational establishment?

We work very closely with all our transfer secondary schools and ensure that they are aware of each child's needs and areas of difficulty. We provide additional transition days in conjunction with the secondary school. In certain circumstances, where needed we will put in place a transition plan, which will involve meetings with the SENCO and pastoral care team at the transfer school to ensure the best possible start.

Our Approach to Teaching pupils with SEND

All children at Bromesberrow are entitled to what we call a quality first education. This means in essence that children are educationally included and part of a quality universal provision together under the guidance and tutelage of a qualified teacher. At all times we aim for inclusion and equality. Teachers carefully differentiate lessons so that all children can achieve and access learning. At times, children will receive extra interventions to support a learning need. These will be short term and regularly reviewed to assess their impact.

If a child is still struggling with learning and there are barriers to this, then we will look to build a My Plan or perhaps a My Plan plus. Please see the previous section on SEN identification to share how we use levels of intervention to support a child's learning.

Additional Support for learning for SEND pupils and the expertise of Staff

We have an experienced SENCO, who holds the National Award for SEN Qualification Award.

School staff have specific training in:

Autism Awareness, Zippy and Apples' Friends PSHE programme, Talk Boost Speech and Language support, Precision Teaching and Numicon maths.

If we need any extra support we have a strong relationship with the local authority Education Psychology, Advisory Teaching, CYPS/CAMHS (child mental health services) and Early Help teams, as well as the school nurse. We gain from their expertise and can organise for individual assessments to support learning when appropriate. We also network well and work with

the local special schools, who operate an outreach and inreach service that children can attend to gain extra support in a specialized environment.

We also have access to a Behaviour specialist through our large school cluster of schools (Tewkesbury District Partnership). At times we have employed specialist Speech and Language input to support staff to break down barriers, so that children continue to make progress and are able to access learning. We have also employed additional support from a literacy specialist.

How does our school provide support to improve the emotional and social developments of our SEN pupils/students?

At Bromesberrow we pride ourselves on our ability to cater to the whole child and their needs. Our small and friendly class sizes and high adult to child ratio means that we can fine tune and focus learning and support children at every level. Staff very much have an open door policy, where children feel comfortable to share concerns and worries.

We have a strong PSHE approach, including the therapeutic Zippy's and Apple's Friends and Passport programmes. Teachers use the PSHE Association programme to teach children about staying healthy and safe and to care for their personal and social development. The SENCO runs emotional literacy groups to support children to learn how to identify and manage emotions where this is needed.

We signpost our families as part of our Early Help Offer to different services and areas of support.

Facilities and Equipment

We work with the local authority and request support from various health agencies e.g. Occupational Therapy to gain access to specialist equipment to enable all children regardless of disability to attend school and succeed. We have an Accessibility Plan which lays out how we have adapted and plan to improve our environment to ensure that it is increasingly disabled friendly. We hold meetings with parents and have an open communication from the offset when they start at our school. We discuss needs together, in a joined up approach to inclusion.

Monitoring and evaluation of Provision

- The SENCO monitors the movement of children within the SEND system in school.
- The SEND register is fluid. It is regularly reviewed and updated.

- SEND needs and the effectiveness of support is reviewed through termly My Planning meetings, where we look at pastoral and academic achievements and difficulties.
- The SENCO is involved in supporting teachers involved in preparing Individual Learning Plans, My Plans or Provision maps for children. The SENCO and the named governor with responsibility for special needs also hold meetings.
- The Governing Body reviews this policy regularly and considers any amendments in light of the annual review findings.
- All information is stored securely and managed/kept up to date by the SENCO.

If you have any complaints regarding this policy or any of the procedures in place at Bromesberrow St. Mary's, please see our Complaints Policy on the school website.

Policy links:

- Anti- bullying
- Safeguarding
- Safer recruitment
- Induction
- Teaching and Learning
- Disabilities and Access