

## Brocks Hill Primary School SEND Policy



**Last review:** 2019  
**Committee:** Curriculum & Standards – changes to Full GB  
**Key reviewers:** Staff  
**Review frequency:** Annually  
**Next review:** 2020

### Statutory

**Special Educational Needs Co-ordinator:** Mrs Nadine Curran

**Governor Responsible for Special Educational Needs and Disabilities:** Mrs Diane Miller

**Brocks Hill Primary School with academy status.**

## 1 Introduction

Brocks Hill Primary School has a named SENCO and a named Governor responsible for SEN. They ensure that the SEND policy works within the guidelines and the inclusion policies of the Code of Practice, the Local Education Authority and other policies within the school.

### Legislation

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has due regard to [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.

Here it is the belief that all children have an equal right to a full and rounded curriculum which will enable them to achieve their full potential. All teachers have high expectations of all pupils and every teacher is a teacher of every child, including those with SEN.

### At Brocks Hill:

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- We make every effort to close the gap in attainment between vulnerable groups of learners (including SEN, EAL, etc.) and others.
- We strive to make a clear distinction between "underachievement" and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to try and help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

## **2 Aims and Objectives of Brocks Hill's SEN policy**

Objectives of this Policy are:

- To meet the needs of all pupils including those with SEN through a broad, balanced and creative curriculum.
- To respond flexibly and creatively to the needs of pupils with SEN by taking into account pupils' preferred learning styles, strengths and weaknesses.
- To provide the early identification, assessment and intervention strategies for pupils with SEN.
- To work in partnership with parents, respecting their views and providing support to enable parents to participate fully in decision-making processes.
- To take account of the pupils' views, encouraging them to express opinions and take part in target setting.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

## **3 Admission Arrangements**

At Brocks Hill all pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA's admissions policy. Under Section 316 of the Education Act 1996, if a parent wishes to have their child with an EHCP to be educated in mainstream the LEA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility. Leicestershire's current admissions policy gives priority to pupils with EHCP in allocating places to out-of-catchment pupils when places are oversubscribed.

Brocks Hill School is on a single floor and the main entrance has wheel chair access via a ramp. It is then possible to access class areas, halls, cloakrooms, and toilets. Classrooms have ramps leading outside. There is one adult disabled toilet (with shower) and a disabled toilet in the Year 6 block. The school has an accessibility plan and a Medicines (Administration of) Policy.

## **4 Definition of Special Educational Needs**

### **What are special educational needs?**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

The SEND Code of Practice has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

1. Communication and Interaction
  - SLCN- Speech language and Communication Needs

- ASD- Autistic Spectrum Disorder
2. Cognition and Learning
    - MLD-Moderate Learning Difficulties
    - SLD-Severe learning Difficulties
    - PMLD- Profound and Multiple Learning Difficulties
    - SpLD- Specific Learning Difficulties
  3. Social Emotional and Mental Health Difficulties
  4. Sensory and/or Physical Needs
    - VI- Visual Impairment
    - HI- Hearing Impairment
    - MSI- Multisensory Impairment
    - PD- Physical Disability

At Brocks Hill high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers are aware that other factors apart from SEN may impact on progress and attainment including;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

## **5 Identification and assessment of pupils with Special Educational Needs**

**Children’s needs should be identified as early as possible through:**

- the analysis of data
- classroom-based assessments, observations and monitoring arrangements (cycle of planning, action and review)
- following up parental concerns
- tracking individual children’s progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services and outside agencies

The class teacher completes an initial concerns form, will gather relevant evidence and meet with the SENCO. The class teacher will arrange to meet the pupil’s parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. A decision will then be made whether or not to place a child on the SEN Record.

Brocks Hill School has established a two-stage process for identification, assessment and provision, in accordance with the Code of Practice. These stages are:

- SEN support (with or without an SEN support plan)
- Education Health and Care Plan (EHCP).

## **6 SEND Support**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum on offer for all pupils in the school (i.e. they have a special educational need as defined by the SEND Code of Practice ). The class teacher remains responsible for working with the child on a daily basis and for planning and delivering the individualised programme or intervention programme. A pupil passport is devised with the pupil and parents to address the child’s individual difficulties. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO offers advice and support.

The triggers for intervention through SEN Support could be the teacher’s or other’s concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

A request may be sought for help from external services (with the permission of the parents) if a child continues to make little or no progress.

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 social, emotional or mental health 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.

## **7 SEND Support Plan**

As part of a graduated response the SEN Support Plan is aimed at children and young people who have extensive external support from an outside agency. The SEN support plan will be co-produced by the family, young person and school and will be the basis of any subsequent Education, Health & Care Plan that is then issued.

## **8 Health Education and care plan (EHCP)**

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEN of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEN Support Plan to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges monitors and reviews provision.

## **9 Target Reviews**

All children on the SEN record have a termly review. Ideally pupil passports should be continually kept under review. However the success of all pupil passports will be evaluated three times a year with pupils, parents, class teacher and LSA.

## **10 Arrangements for co-ordinating SEN provision**

The Special Needs Co-ordinator's responsibilities are:

- Overseeing the day to day operation of the school's SEN policy;
- Co-ordinating provision for children with special educational needs;
- Liaising with and advising fellow teachers;
- Advising learning support assistants alongside class teachers;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff including leading and disseminating information on SEN issues at staff meetings;
- Liaising with external agencies including the Educational Psychology Service and other supporting agencies, health and social services, and voluntary bodies;
- Keeping the Governors informed with an updated written report, to disseminate information and monitor the effectiveness of SEN provision.

## **11 Funding**

The budget for SEND at SEN Support Stage is delegated to the school. The LA currently provides funding for pupils with EHCP where these are in excess of 15 hours support. Where pupils require an SEN Support Plan and the resources required to meet their levels of need are in excess of the school's allocation of funding, the school can use the Support Plan to bid for additional funding from the LA to support the pupil's needs.

The Headteacher is responsible for overseeing the SEN budget.

## **12 Access to the curriculum /Organisation of support**

We make every effort to achieve maximum integration of pupils with Special Educational Needs, whilst meeting children's individual needs. In this school all children are taught in mixed ability classes. Teachers use a range of strategies to meet children's special educational needs. The structures and systems in place are:

- Small group work and interventions
- Additional classroom support to increase access and pupil achievement
- Differentiated provision within a mixed ability setting
- A range of clubs/leisure activities for all pupils
- An equal opportunities policy
- Clear guidelines on behaviour

## **13 Staffing/INSET**

All staff are made aware of their responsibilities towards pupils with special educational needs and clear communication lines between the Head, SENCO, teaching and support staff are established. Where possible staff take advantage of training courses both external and internal to constantly improve and update their SEN knowledge and expertise. Information obtained by any member of staff is cascaded to the rest of the staff via course notes and/or staff meetings. LSAs now have delegated time to prepare, plan and share knowledge with colleagues.

## **14 Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN 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 encouraged to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and the special educational needs information report. Parents can also contact SEND IASS (**Leicestershire Special Educational Needs and Disabilities Information, Advice, and Support Service**) for information, advice and guidance on SEN.

## **15 Links with other schools**

The SENCO and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school at Brocks Hill School. When a child already has an EHCP or a high level of need then a multi-agency meeting is usually held at school in the summer term to discuss provision, areas of need and aid transition.

The SENCO from relevant secondary school is invited to the Annual Review of a child with an EHCP, in the Autumn Term, which precedes transfer. In the term before transfer the SENCOs from Brocks Hill and the secondary school meet to discuss and prepare for transition. Extra visits are then usually agreed to aid transition. All records on an SEN child are then passed to the secondary school.

The Oadby Family of Schools shares its systems and structures, training and good practice. The Oadby Learning Partnership has a website where resources and information are shared. The SENCO's from the Oadby Development Group (Family of Schools) meet termly to monitor and discuss any issues or national initiatives about SEN.

## **16 External Support**

The school has a school nurse within the District Health Authority to whom reference is made when needed. Similarly, contact is made with the social services department and attendance officer as appropriate. We also work with the following services: Educational Psychology Service, Autism Outreach, Speech Therapy, Physiotherapy, Occupational therapy, CAMHS and other outside agencies. When required the above agencies have offered support by working directly with pupils, supporting parents and providing expert advice to school staff.

## **17 Governors**

The governing body will use its best efforts to ensure the best possible provision for Special Educational Needs in this school. All governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly. The governing body has identified a named governor, who takes a special interest in special needs.

## **18 Concerns**

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher or the SENCO. Most problems can be solved in this way. But if this does not happen, parents may wish to take their concerns to the Headteacher. If necessary, parents may complain to the Chair of Governors (see the complaints policy).

## 19 Criteria for evaluating success of policy

The SENCO reviews the policy on a yearly basis and discusses amendments with the Head Teacher, staff and governors. The following criteria will help the governors, Headteacher and SENCO evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping.
- TAs are deployed flexibly through a provision map.
- Pupils' needs are identified and catered for through effective support.
- Evidence from monitoring by school senior management/SENCO.
- Monitoring of procedures and practice by the designated SEN governor.
- Analysis of pupil tracking data and test results (for individuals and groups of pupils).
- Adjustments in budget allocation to reflect changing needs.
- The number as % attendance by parents at Annual Review meetings.
- The number of pupils for whom a statement/EHCP of SEN is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and LA SEN audit processes.
- The level of senior management involvement in Special Educational Needs issues.
- Inclusion of Special Educational Needs issues in developmental planning.
- Feedback from parents and pupils.
- Attendance at /involvement /leadership of INSET courses by all staff.

## 20 Monitoring arrangements

This policy and SEN information report will be reviewed every year and published on the website. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

**Policy approved by Governors:**



Signed: \_\_\_\_\_ Date: \_\_\_\_\_ 31-1-2019 \_\_\_\_\_