

SEND policy



It Matters to This One – Poet Unknown



As I walked along the seashore
This young boy greeted me.
He was tossing a stranded starfish
Back into the deep blue sea.
I said, "Tell me why you bother.
Why waste your time this way?
There's a million stranded starfish.
Does it matter anyway?"
And he said, "It matters to this one.
It deserves a chance to grow.
It matters to this one.
I can't save them all, I know.
But it matters to this one,
I'll return it to the sea.
It matters to this one,
And it matters to me."



This policy has been written in line with the revised Code of Practice 2015.

Our Vision: “We want everyone who is involved with our school and its learning community to feel welcome and empowered to take an active role in raising achievements for all. We want it to be a place where contributions are equally valued and respected and where everyone shares a love of learning, full of magical experiences.”

We, at Brackensdale Primary School, value the abilities and achievements of all pupils. We are committed to providing, for each pupil, the best possible environment for learning.

THE SEND AIMS OF THE SCHOOL:

- To ensure compliance with;

Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child;

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual’s needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible
- To ensure that SEND pupils and disabilities take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are involved and kept fully informed of their child’s progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure all children have opportunities to meet personal standards of excellence
- To remove barriers to learning and achievement
- To ensure effective assessment and monitoring of needs
- To implement a relevant graduated response to children’s needs

Teaching staff, teaching assistants and the school governor responsible for SEND have been consulted in updating this policy

SEND is included in the Ethos and Inclusion strand of our strategic planning framework and a 3 yearly development plan is produced and updated each year.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to manage or overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some



children, we believe that much can be done to overcome them by parents, teachers and pupils working together

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children may have special education needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEN) Regulations 2014:

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- a] Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b] Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- c] Are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

Brackensdale Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

Four Areas of Need

Communication and Interaction - in expressing themselves or understanding what others are saying.

Cognition and Learning - in acquiring basic skills in school.

Social and Emotional Mental Health - making friends or relating to adults or behaving appropriately in school.



Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND . Pupils with special educational needs but without EHCPs must be treated as fairly as all other applicants for admission.' (CoP 1:33)

INCLUSION

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

IDENTIFICATION, ASSESSMENT, AND PROVISION

See separate document "Identifying pupils with SEND at Brackensdale ER Primary School 2018"

At Brackensdale we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the EYFS Curriculum or National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2014 makes it clear that **all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.** Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:



- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the Literacy/Numeracy.
- Pupil Progress in relation to developmental bands in the EYFS Profile.
- Standardised screening or assessment tools if applicable.

Assessments

Assessments made will be through:

- Observations
- Records from feeder schools, etc.
- Information from parents
- Foundation stage assessments and profiles
- Target setting
- Pupil tracking

SEND PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. Such assessments include The Early Years Foundation Stage Profile, end of key stage SATs and teacher assessments. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the Class teacher (with help from SENCO when necessary) will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistant through a differentiated curriculum and Quality First Teaching.



- Periods of withdrawal to work with a support teacher or a teaching assistant when appropriate and necessary.
- In-class support with adult assistance.
- Support from specialists within class or as part of a targeted intervention.
 - Specialist provision in the ARK or Phoenix Suite for children with a diagnosis of Autism Spectrum Disorder and an EHCP.

CODE OF PRACTICE GRADUATED RESPONSE

Please see separate document “SEND Provision: Brackensdale ER Primary School 2018”

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils’ needs

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
 - The commitment required by staff to keep the SENCO well informed about pupils’ progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a ‘level of concern’ and at which point SEN support is initiated
- Mechanisms that exist to alert the SENCO to such ‘levels of concern’
- The procedure by which parents are informed of this concern and the subsequent SEND provision. Additionally, parents must be given clear guidance to the means by which they can contribute and how they can provide additional information when and if required.

SEND MONITOR

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required. This will be monitored termly by the SENCo and during Pupil Progress Meetings (PPMs), that the SENCo will attend.



Quality First Teaching

- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored, and will go onto the “Monitoring Register” which will be kept by the SENCo; this does not mean they will automatically be placed on the SEND register.

SCHOOL OR ADDITIONAL AGENCY SUPPORT

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. When the needs of a child are met within the school’s own resources, they will be on the SEN register at ‘School Support’. If there are other professionals involved in advising and supporting, they will be on the SEN register at ‘Additional Agency Support’.

THE PROCESS

The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes. The system that we use to support this to run effectively is EDUKEY Provision Maps. This can be accessed by all staff members and include any relevant files to support the needs of the child.



Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an Individual Education Plan (IEP) which will be shared with staff, parents and the pupil. Provision maps provide an overview of the interventions and support in each year group, as well as individually.

The IEPs contain information on:

- Short term (S.M.A.R.T.) targets for learning
- Teaching strategies
- Provision made
- Date for review
- Reviews of objectives
- How parents can help at home
- Parent signatures
- Child views

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the pupils strengths and areas of need.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the

pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHC Plan)

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required. The decision to make a referral for an Education, Health and Care plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel. Further information about EHC Plans can be found via the Derby City Website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

Education, Health and Care Plans

a) Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC Plan.

b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables



provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

ARRANGEMENTS FOR PROVIDING ACCESS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS TO A BALANCED AND BROADLY BASED CURRICULUM (INCLUDING THE NATIONAL CURRICULUM)

All pupils in school study a full range of subjects, including the Foundation Stage Curriculum and the National Curriculum. All teachers recognise their responsibility to provide access to the curriculum for all pupils in their class.

The school planning policy stresses the importance of planning for assessment and differentiation. We aim to provide work which is matched and therefore accessible to the broad range of pupils we teach.

The support provided by teaching assistants, Specialist Advisory Teachers, SENCO and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Differentiation will be provided in a range of ways, dependent upon which is most appropriate, and will include; differentiation by outcome, by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources etc.

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

THE ROLE OF THE SENCO

The SENCO/Inclusion Managers have three key strands to their work;

1. Strategic Development

They have an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.



2. Day to day operational aspects

They have day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

3. Professional guidance

They provide professional guidance to colleagues and will work closely with staff, parents and other agencies. They should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. They can play an important role in advising and contributing to the broader support engaged by schools and the professional development of other teachers and staff.

The key responsibilities of the SENCO/Inclusion Managers include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned



- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SEND CPD

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support/Teaching Assistants' requirements in supporting pupils' needs will be considered frequently. The School's CPD needs will be included in the School Development Plan.

PARTNERSHIP WITH PARENTS

Brackensdale Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.



'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision making processes affecting them. A copy of any Targeted Support Plan set will be given to parents.

The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

SCHOOL TRANSFER:

Careful transition arrangements exist for pupils with additional needs transferring into Brackensdale Primary School at any age. These include visits by staff to meet and observe the pupil in the previous setting, opportunities for visits to Brackensdale before the start date, provision of photos of the setting and members of staff. A phased start may be offered.

When a pupil moves from Brackensdale to a new school records have to be sent to the receiving school within 15 school days of the child no longer being registered at school. It is important for any child who has SENs that a complete picture of their requirements is available in their records when transferred. MEP assessments and background details should be included in this. If the child has an EHCP all relevant documentation must be transferred. Where possible transfer arrangements are made in advance to allow future planning and there is good communication with the relevant receiving school. Liaison with the school's SENCO is important to discuss any children who have specific needs.

SPECIALIST PROVISION

Our SEND policy reinforces the need for teaching that is fully inclusive. Our surroundings have provisions and features in their design which are accessible to children with special needs e.g. wide corridors, disabled toilet, lift, ramps.

The school's policy for SEN children is to have access to all areas of the curriculum. No child is excluded from any subject, visit or school function without an extremely good reason e.g. safety. It is every child's right to succeed, make progress and have an enjoyable learning experience. Therefore when appropriate, the work in all curriculum areas is differentiated. The teacher strives to allow access to learning in a style that is appropriate to the child. In some cases no differentiation is necessary, but for example, if language is a problem, other



ways of expressing the child's views can be used for example tape recording, use of ICT, pictures, signs and symbols. Teaching time is a valuable asset. Therefore it is deemed appropriate at set times, to have groups of identified children to work with the inclusion manager or teaching assistant who is free from class responsibilities. These intervention groups are timetabled and may include various government initiatives and other targeted areas. The areas of the curriculum missed because of any intervention is monitored and swapped over each half term, however, it is agreed the benefits of the intervention group outweigh the disadvantages. This encourages group work and inclusion and discourages the feeling of separation.

At present Brackensdale Primary ER school can provide SEN provision for children with ASD (Autism spectrum disorder) in a specialist environment – the Ark (FS2 and KS1) and Phoenix Suite (KS2)

AIM OF THE ARK AND PHOENIX SUITE:

Children should have the opportunity to access all the facilities and provision available within the mainstream school. A child-centred approach will ensure each pupil has inclusive opportunities relevant to their specific needs. This is achieved through the use of:

- An augmented curriculum including life skill programmes, augmented communication systems and the opportunities to develop social communication and interaction skills, leading to greater independence. The teachers in the ARK and Phoenix Suite will be responsible for its development and implementation with support and guidance by the inclusion team. It is our aim to provide these children with specific targeted support to enhance their academic, social and emotional learning.
- Access to an environment and teaching approach using ASD specific strategies e.g. TEACCH
- Access to resources to provide sensory integration
- High level of teaching and teaching assistant support

ADMISSIONS:

Every applicant for admission to the school is assessed in line with our Admissions procedures. There is no discrimination made against a child with mainstream special educational needs or any other criteria such as race or gender. Pupils with special educational needs are considered, as all other applicants are, against set criteria in our Admissions policy Applications for places within our Enhanced Resource provision need to be



made through the Local Authority and decisions as to whether the provision can meet the needs of the child will be made on an individual basis.

EVALUATING THE SUCCESS OF OUR SEND POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEND AIMS OF THE SCHOOL' at the beginning of this policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers and Teaching Assistants
- Parents
- Pupils
- External professionals

We will set targets, success criteria and actions in our school development plan against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting individual IEP targets
- Use of assessment tasks and recording on school tracking system.
- Evidence generated from IEP review meetings

ALLOCATION OF RESOURCES AND FUNDING

Following advice from the Head teacher and the SENCO, the Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. All mainstream schools and academies are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The funding is used to support all students with SEN whether or not they have a statement or an EHC Plan.



COMPLIMENTS AND COMPLAINTS PROCEDURE

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the SEN provision for their child they should;

- Firstly arrange a meeting with the class teacher at a mutually convenient time
- If the situation has not been resolved arrange a meeting with the SENCO and class teacher
- If the situation remains unresolved, an appointment should be made with the Head of school.

We will endeavour to act swiftly and positively to address the issue directly. Please refer to our complaints policy for further information

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Education Welfare Officer
- Social Services



THE VOICE OF THE CHILD

Children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Commonly this will be done through the children's Passports where their wants and needs are captured on an A4 page. Where children are able, they are involved in planning and attending person centred reviews.

STAFFING

The SEN team of the school is:

Name	Role	Email	Photo
Sorcha Walmsley	SENCo	swalmsley@bps.derby.sch.uk	
Alison Bell	FS/KS1 Enhanced resource (Ark) manager	abell@bps.derby.sch.uk	
Nadine Neale	KS2 Enhanced resource (Phoenix) manager	nneale@bps.derby.sch.uk	
Sarah Parkman	SEND governor	admin@derby.gov.uk	

SEN POLICY REVIEW The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a regular review of both policy and practice. The outcomes of this review are used to inform the School Development Plan. A 3 Yearly Strategic Planning Framework is established for both Ethos and Inclusion which



includes S.E.N. This is updated yearly. Ethos and Inclusion is one of the key features for the School Leadership Team's Strategic Planning Framework.

Date	Reason for issue	Approved: Governors & Staff	Review Date
October 2019	Annual review cycle	Ian Bater (chair of governors Feb 2020) David Hall (Principal. April 2020)	October 2020

