

Bredenbury Primary School
SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)
POLICY
2020-2021

STATUS: Statutory

Signed and Dated

Chair of Governors *C Edwards* 22.09.2020

Headteacher

Bredenbury Primary School is an educationally inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

This SEN Policy details how, at Bredenbury Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, enabling them to join in all school activities together with pupils who do not have special educational needs.

Reviewed and updated by the Co-ordinator in:	June 2021
Ratified by Governors	22.09.2020
SEND Co-ordinator (SENDSCO) is:	Mrs S McAtear
Appointed SEND Governor is:	Mrs C Edwards

LEGISLATIVE COMPLIANCE

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)

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- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010; advice for schools Dfee February 2013
- Children and Families Act 2014
Section 69 of the Children and Families act 2014 - *requires all maintained nursery schools, mainstream schools and special schools to publish an SEN information report. This report must include information such as an institution's SEN policy and the arrangements it has for ensuring disabled children and young people are not put at a substantial disadvantage. This information report can be used by local authorities to help them publish their local offer.*
- Regulation 51 & Schedule 1 of the SEN and Disabilities Regulations 2104
- Safeguarding Policy
- Accessibility Plan

GLOSSARY OF TERMS

EHCP - Education, Health and Care Plan - were introduced officially from September 2014 under the new SEN Code of Practice. There is a 'rolling programme' for EHCPs to replace SEN Statements from this date.

IEP - Individual Education Plan

TA - Teaching Assistant

PLP - Personal Learning Plan

RIAISEN - Record of Identification, Assessment and Intervention of SEN

SEN - Special Educational Needs

SEND Code of Practice - The legal document that sets out the requirements for SEND

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SENCO - Special Educational Needs Coordinator

SEND - Special Educational Needs and/or Disabilities.

SEND Terminology

Changes to the Terminology of Special Educational Needs

The Government have recently accepted the changes to the SEND code of practice. These changes will be in place in schools in September 2014 and include the termination of the levels of School action, School action plus and statement. All support provided for children with additional needs is now classed as SEND support. Schools may now identify the support they provide in whichever way they choose.

Bredenbury Primary School has decided to keep the concept of different levels of support. Starting September 2014, we have been using the following terms to identify the support offered children with additional needs.

WAVE 1 – These children are identified by class teachers as requiring some extra help and this will be provided within the classroom or in an intervention group.

WAVE 2 – These children have more specific difficulties and may not be making the required amount of progress.

WAVE 3 – This level of support would follow the gathering of evidence required by the authority to offer a child an Education, Health and Care Plan.

We would like to assure parents that the excellent support currently given to all children with SEN will continue following the changes from the Government.

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INTRODUCTION

Bredenbury Primary School has a named Special Education Needs Co-ordinator (Mrs Samantha McAtear), and a named Governor responsible for SEND (Mrs Kitty Edwards). They ensure that the Bredenbury Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

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

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

This SEND policy details how, at Bredenbury Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

We will ensure 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 pupils who do not have special educational needs.

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What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

AIMS

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals

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- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

OBJECTIVES

The objectives of Bredenbury Primary School's SEND policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with special educational needs and where necessary ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Individual Education Plans
- To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

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- To support those children, at whatever level, enabling them to overcome their difficulties to such an extent that they are able to cope and progress within the learning environment.
- To improve children's self-esteem by setting tasks that are in achievable steps, thereby promoting success and fostering self-motivation.
- To have high aspirations for all pupils regardless of needs.

EQUAL OPPORTUNITIES AND INCLUSION

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

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

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

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences

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- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

ACCESS TO THE ENVIRONMENT (See also School Accessibility Plan)

Bredenbury Primary School is a single site school, with Foundation, Key Stage 1 and Key Stage 2 classes. The school is built on one level. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is wheelchair access. There are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. Children requiring equipment due to a physical or sensory impairment will be assessed in order to gain the support that they require.

ACCESS TO INFORMATION (See also School Accessibility Plan)

- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by grouping children/peer support/extra adult support (coloured paper, enlarged or simplified texts, audio versions, coloured overlays).
- We provide pencil grips, felt pens and white boards. We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- SENCO/ class teachers can use a range of assessment procedures within lessons (such as observations, taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

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- Parents/ carers can come in to school for support with understanding/interpreting SEN reports from outside agencies and for help in going through the 'statementing' process.

ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. The curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

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, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND and G&T (Gifted and Talented) alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

It is our aim to ensure that all resources and SEND and G&T provisions are being used effectively and efficiently within the school in order to support the taught curriculum and enable pupils to reach their full potential.

The school does this by:

- Ensuring staff use a range of teaching strategies to meet children's special educational needs.

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- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods, which will aid the progression of all pupils, including those with SEN.
- Making use of all facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group intervention is available, where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs.

Wherever possible, all clubs, trips and activities offered to pupils at Bredenbury Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Pupil participation

At Bredenbury Primary School we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The

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work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their Individual Education Plans (IEP's) and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

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 will be encouraged to contribute to the assessment of their needs, the review and transition process.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Bredenbury Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's Headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

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All teachers are teachers of children with special educational needs.

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

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Report to the Full Governing Body at the Autumn Term meeting, stating the number of students with special educational needs in the school and comment on the effectiveness of the school in implementing the Special Educational Needs policy in the previous academic year.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitation

Identification

See definition of Special Educational Needs at start of policy.

The school tracks and records pupil achievement through day to day observations, assessment and updating chosen tracking proforma grid and records the progress of all

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children through end of term and end of year levelling. This system is used to identify children who are not progressing satisfactorily.

PROVISION AT BREDENBURY PRIMARY SCHOOL

Responsibility for SEND provision:

- The person responsible for overseeing the provision for children with SEN is the Head of School (Mrs Sam McAtear).
- The person co-ordinating the day-to-day provision of education for pupils with SEN is the school SENCO (Mrs Sam McAtear).
- The governor with specific oversight of the school's provision for pupils with SEN is the SEND Governor (Mrs Kitty Edwards).
- Class teachers provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENCO any child that may be causing concern and are responsible for reviewing and updating children's IEP's on a regular basis
- Teaching assistants provide specified work and carry out planned programmes of work according to children's IEP's.
- Midday supervisors are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.

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- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the School Action Register.
- To oversee the school's maintenance of its Dyslexia friendly status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments.

If these assessments show inadequate progress is being made the SEN support plan will be reviewed and adjusted.

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Headteacher will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered SEN Code of Practice (2014, 6.37)

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in

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place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

In order to help children with special educational needs, Bredenbury Primary School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

A graduated approach:

1. Quality First Teaching (Wave 1 – Monitoring Stage)

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Pupil progress meetings to monitor children's progress are held termly. Children who have not made progress over a term will be monitored and staff will modify teaching strategies or approaches, after considering what the child's barriers to learning might be. At this point in time discussions will be made as to what specific interventions are appropriate and implemented accordingly.

c) Once a pupil has been identified as *possibly* having SEND or G&T, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

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d) The child's class teacher will provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

e) The SENCO will be consulted as needed, for support and advice and may wish to observe the pupil in class.

f) Through (b) and (d) it can be determined which level of provision the child will need going forward

g) If a child has recently been removed from the SEN register, they will fall into this category as continued monitoring will be necessary.

h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. (This opportunity may be refused by a parent)

i) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEN register.

Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

2. SEN classification (Wave 2)

a) This recognises pupils who are identified as requiring additional support, as well as the regular differentiated curriculum. Under Wave 2 the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.

b) Class teachers collaborate with the SENCO on evidence gathering and identification.

c) Once the SENCO has been notified he or she will make their own assessment through reviewing the evidence supplied by the teacher and assessing the pupil in class, if necessary. With this knowledge, the SENCO and relevant subject co-ordinator can help

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with planning for future in-school support. Action that has already been taken is reviewed and updated in line with the new findings.

d) The provision that is provided will be detailed in a whole-school provision map.

e) Individual targets and strategies used to support the child will be recorded within an Individual Education Plan (IEP), which is shared with the pupil and their parents. In most cases, the IEP will be reviewed once a term.

3. SEN Classification/EHC Plan (Wave 3)

a) Where appropriate children might be placed straight on to Wave 3 interventions.

b) When a child has been identified as having SEN and steps have been taken for provision using Wave 2 interventions but the child has not progressed as expected, the school will consider implementing Wave 3 interventions, especially if all school strategies have been exhausted.

b) Following the school's previous assessments, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.

c) The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

d) If further funding is deemed necessary to meet the needs of the child or to facilitate implementation of advice from external agencies then a request for banded funding will be made to the Local Authority.

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MONITORING CHILDREN'S PROGRESS

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

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

- 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 mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

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TRANSITION ARRANGEMENTS

When children transfer from Bredenbury Primary School to new schools, the SENCO will inform the Headteacher of the receiving school of any SEND issues and details of IEPs and provision will be forwarded to the new school before the end of the summer term. The SENCO will discuss these children with other schools on request.

The SENCO and the Year 6 teacher will liaise with the SENCO from the relevant Secondary schools in preparation for Transition and opportunities for the child to visit the school may be organised.

For a child with a statement, the final Annual Review is when a detailed consideration of the type of provision the child will need at secondary school is undertaken. Once the secondary placement is finalised, the SENCO from the receiving school will be invited to the Annual Review.

THE NATURE OF INTERVENTION

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other Wave 3 intervention.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies. After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in

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the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss Individual Learning targets and progress with the SENCO on termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

PARTNERSHIP WITH PARENTS

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

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

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 and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO through a school email address and parents and children have access to the Learning Platform which has a dedicated section to Special Educational Needs.

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THE USE OF OUTSIDE AGENCIES

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

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

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

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SCHOOL REQUEST FOR STATUTORY ASSESSMENT OR
EDUCATION HEALTH AND CARE PLANS
(FROM SEPTEMBER 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

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

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

Those pupils who currently have a statement will have these changed to an EHC plan once they reach a transition stage annual review.

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INDIVIDUAL EDUCATION PLANS

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

ALLOCATION OF RESOURCES

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the Governing body of how the funding allocated to support special educational needs has been employed.

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THE ROLE OF THE GOVERNING BODY

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate.

The Governing Body has identified a governor, Mrs Kitty Edwards, to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The governor with responsibility for special educational needs will provide reports regarding the provision for children with special educational needs to the whole governing body based on discussions with the SENCO and staff, and evidence gained from visits to the school.

The SENCO will provide the SEN Governor with details of the SEN Register, any changes to SEN provision and development of policy and practice.

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

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

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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.

MONITORING AND EVALUATION

The SENCO 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 and in drawing up Individual Education Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year.

The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the SEND Governor also hold regular meetings to evaluate the effectiveness of the school's SEND provision.

The SENCO monitors the movement of children within the SEND system in school. SEND provision of children at all stages on the SEND register is recorded on a whole-school provision map. This includes additional resources and support that is provided, as well as intervention groups. The SENCO supports class teachers in reviewing pupils' Individual Education Plans, which are reviewed and updated termly.

The provision of children with SEND is continually monitored through informal discussions amongst staff, external professionals, parents and children. Significant achievements and difficulties will be recorded. Planning is adapted prior to each session. The SENCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

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This information can be used to identify how effective the provision is in enabling pupils to achieve academic and wider outcomes. This will help develop future SEND provision and school development.

SAFEGUARDING

We acknowledge the important role that the curriculum can play in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all teachers and teaching assistants will consider the opportunities, which exist in the classroom and their teaching, for addressing aspects of Safeguarding.

Bredenbury Primary School has a duty of care and responsibility towards pupils. The care of the individual is the key issue behind this document.

COMPLAINTS PROCEDURE

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Bredenbury Primary School are used for complaints about provision made for special educational needs. If a parent or carer has any concerns or complaints regarding the care or welfare of their child we would encourage them to make an appointment to speak to the class teacher in the first instance to discuss their concerns and try to resolve the issue. The class teacher may ask the SENCO to join the meeting. If a complaint needs to be taken further then the Headteacher will be able to advice on the formal procedures.

Please refer to the Complaints Policy.

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CONCLUSION

No pupil will be refused admission to Bredenbury Primary School on the basis of his or her special educational needs. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the County Council to carry out a statutory assessment of their needs.

This policy is closely linked to the following policies within school:

1. Accessibility plan
2. Assessment Policy
2. Behaviour Policy
4. Complaints Policy
5. Equality Policy
6. Thrive Safe Touch Policy

This policy should be used in conjunction with all other school policies.

REVIEWING THE POLICY

The SEND policy will be reviewed annually, taking into account feedback and comments from pupils, parents/carers, staff and outside agencies.