

Brookvale Primary School

Special Educational Needs Policy

Identification, Assessment and Provision

This SEN Policy works alongside and in conjunction with the Local Offer offered by Halton Local Authority and various other school policies namely the Attendance Policy, Parental Involvement Policy, The Pupil Premium Policy, the Behaviour Policy, and is embedded in the Teaching and Learning Framework of the School. Provision for children with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

Teaching and Learning

All teachers are teachers of children with special educational needs. Teaching such children is a whole school responsibility.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Supporting children with Special Educational Needs

Step 1

A number of pupils at Brookvale Primary School receive an allocation of monies known as Pupil Premium for Free School Meals, Looked After and Armed Forces. Specific interventions for delay in the following areas may be managed by Pupil Premium:

- Communication and Interaction – Speech and Language
- Cognition and Learning – English and Maths
- Social Mental and Emotional Health
- Sensory and Physical

It is hoped that there will be considerable parental involvement in order to maximise learning situation. Each intervention will be benchmarked, undertaken and evaluated alongside the school tracking system. A full report on Pupil Premium spending will be presented to the Governors on an annual basis and reported to parents online on the school website.

Step 2

Many pupils experience delay in their learning and not making the expected progress for a variety of different reasons. Many will have differentiated work prepared for them by their class teacher in conjunction with support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked 3 times a year by the school's tracking system and parents kept fully informed. School reward systems will be paramount at this stage to encourage self-esteem.

Step 3

Individual Support Plans will be prepared by the class teacher and written in conjunction with the new Code of Practice under the Children and Families Act 2014. Children have special needs if they have a learning difficulty that calls for special educational provision to be made for them.

“Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.” (Code of Practice Sept 2014)

Step 4

Classroom teachers have evidenced that certain children are still not making good progress and refer the children to the SENCO (Mrs Fallon) who will arrange

Additional SEN Support in any or all of the 4 areas:

- Communication and Interaction – Speech and Language
- Cognition and Learning – English and Maths
- Social Mental and Emotional Health
- Sensory and Physical

Once a potential special educational need is identified, four types of action should be taken to put effective support in place.

1. Assess
2. Plan
3. Do
4. Review and this will be known as the graduated support

Specialist Services and teachers with additional **specialist** qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child. Where a pupil is receiving SEN support, schools should meet termly with parents to set goals, discuss the activities and support they will help achieve them, review the progress and identify the responsibilities if the parent, pupil and school.

Individual pupil progress at **Additional SEN Support Level** will be intensively monitored 4 times per year by the school tracking system and personally by the Headteacher in conjunction with parents and SENCO. A full report on the progress of children will be presented to the Governing Body once a year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and the Headteacher.

Step 5

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an **Education Health Care Plan** will be started by the SENCO in conjunction with Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Halton Local Authority. Details of these arrangements are available from the SENCO at school.

Date:.....

Review date:.....

