

Brookvale Primary School

Special Educational Needs and Disability Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014) • Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

This SEND 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, the Complaints Procedure and is embedded in the Teaching and Learning Framework of the School. Provision for children with Special Educational Needs and Disability is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENDCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

At Brookvale Primary School, it is our belief that all children have an equal right to a full and rounded education which enables them to achieve their full potential. All teachers are teachers of children with special educational needs. Teaching such children is a whole school responsibility

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development. • Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision (SEP) are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs. • Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Roles and Responsibilities

The Governing Body

The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The Curriculum Committee receives a report at every curriculum meeting to update progress on SEND issues
- The SEN Information Report is reviewed annually, and details the effectiveness of provision in the last year, along with any significant changes to policy
- The SEN Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENDCO)

Our SENDCO is Mrs Fallon and she can be contacted via the school office: 01928 711401 The SENDCO is responsible for:

- Co-ordinating SEND provision for children
- Liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- Liaising with parents of children with special educational needs
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Consultation with the class teacher to ensure that appropriate provision is planned and implemented and that reviews take place.

Role of Class Teacher and Support Staff

The National Curriculum is the starting point for our planning in order to meet the specific needs of individuals and groups of children. 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. Some children have barriers to learning and require particular action by the school.

Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate provision and review progress and impact. They maintain a class SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Supporting children with Special Educational Needs

The Graduated Approach

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests and standardised assessments. Teachers will then consult the SENDCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress and teachers have evidenced that certain children are still not making good progress they will refer the children to the SENDCO (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

This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- Fails to make progress with wider development or social and emotional needs.
- Fails to make progress in self-help, social and personal skills.

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)

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing.

Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment.

The SENDCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

ASSESS - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of

diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least twice in each academic year.

Specialist Services

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 SEND 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 SEND Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENDCO and the Headteacher.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Integrated Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school or parent may request a statutory assessment outlined in the Local Offer by Halton Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- Medical information where relevant

- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child

If the Local Authority (LA) agrees to an Integrated Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

Further information can be found on the LA website www.halton.gov.uk

Parents

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared.

Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCO.

Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided.

Parents and pupils are invited to target setting meetings and to review progress.

Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. A multi-agency approach may be initiated if school staff members require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made. Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist.

Admissions

Pupils with special educational needs will be admitted to Brookvale Primary School in line with the school's admissions policy. The school meets the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. For any student who's needs require additional support during internal annual transition suitable support will be put into place. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school website. <http://brookvale.halton.sch.uk>

Monitoring and evaluation

At Brookvale Primary, we analyse the impact and outcomes of provision and resources made available to an individual child and wider groups of pupils. Assessment and other progress information are inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. This is used to inform future decisions and can be used to inform discussions in person-centred review sessions with parents and pupils. It also helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities and ensure that provision of resources is equitable among pupils according to their needs.

Complaints Procedure

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCO.
- Should the problem be with the SENDCO, contact the Headteacher.
- Discuss the problem with the Headteacher.
- The Headteacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA.
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.

Revised and adopted by the Governing Body - November 2019

To be reviewed annually or in line with any change in legislation or DFE guidance