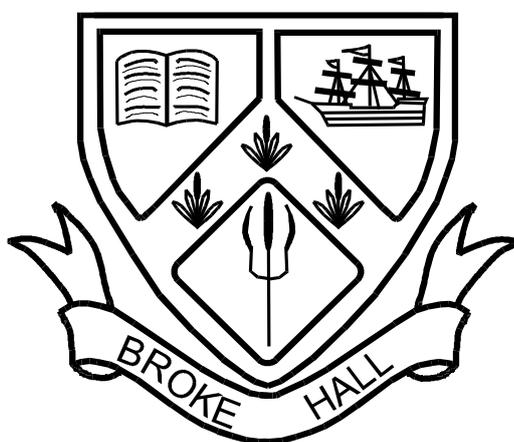


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## **Broke Hall Community Primary School**



### ***Special Educational Needs and Disability (SEND) Policy***

#### **Issue 5**

##### **Document Control**

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**Broke Hall Community Primary School  
Special Educational Needs and Disability (SEND) Policy**

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# Broke Hall Community Primary School Special Educational Needs and Disability (SEND) Policy

## 1 Definitions

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Taken from 2014 SEND Code of Practice: 0 to 25 Years- Introduction xiii and xiv

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## 2 Rationale

Broke Hall Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the Behaviour Policy, Anti-Bullying Policy, Inclusion Policy, Supporting Pupils at School with Medical Conditions Policy, Teaching & Learning Policy and Curriculum Policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010

### 2.1 2014 Code of Practice

- Education, Health and Care plans (EHC Plans) can be used to support children from birth-25 years.
- There is one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN<sup>1</sup>:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health
  - physical and sensory.

At Broke Hall we have children in all these categories of SEN.

We are working closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

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<sup>1</sup> See Special educational needs and disability code of practice 0 – 25 July 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

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All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children to ensure that children with SEN make progress which is comparable with the progress made by other children in school.

### **2.2 Special Educational Needs Coordinator (SENCo)**

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs Debbie Stanford, the school's Special Educational Needs Coordinator. Mrs Stanford can be contacted via email [dstanford@brokehall.suffolk.sch.uk](mailto:dstanford@brokehall.suffolk.sch.uk) or the school office.

### **2.3 Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governors with particular responsibility for SEND are Mrs S Todd, Mr P Kilburn and Mr M Cheadle. They meet with the SENCo termly to discuss actions taken by the school.

## **3 Aims and Objectives**

The aims and objectives of this policy are:-

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also Curriculum and Assessment Policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To value the views of children and parents in the SEN process
- To work in partnership with parents and respond appropriately to concerns raised
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Children with SEND typically have needs that fall within the following categories:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional Social, Emotional and Mental Health*
- *Physical and Sensory*
- *Medical Needs*

## **4 Identifying children in need of SENS (SEN Support)**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

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- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - is inconsistent or fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching, interventions or some parental support.

The SENCo is qualified to undertake a range of standardised tests with children. The SENCo can use these, and other assessments, to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have a condition or disability that affects their education or wellbeing.

### 4.1 Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be invited to a meeting to discuss their child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the SENCo, in partnership with parents, will:

- place the child at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term (including a learning plan and a one page profile)
- confirm communication procedures between school and parents.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Depending on the individual circumstances, additional learning resources may be provided in order to assist parents in supporting their child's learning at home.

### 4.2 Paperwork for children at SENS

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one page profile, is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed by the class teacher with the child and acts as a guide for the staff working

## **Broke Hall Community Primary School Special Educational Needs and Disability (SEND) Policy**

with the child. The information may be updated during the year. A Learning Plan is formed to record SMART (specific, measurable, attainable, relevant and time-bound) targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

- Termly, through a review process, the Learning Plan is reviewed and next steps are recorded towards longer term targets.

### **4.3 Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may, in consultation with parents, apply for the child to be assessed for an EHC Plan. Parents can, independently, apply for their child to be assessed for an EHC Plan. Generally, the school applies for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from alternative or specialist provision.

Children, who we consider able to manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia), does not mean that a child needs an EHC Plan and the funding for 1:1 support can be applied for without an EHC Plan.

If an application for an EHC Plan is successful, a member of the Local Authority will gather information from the parents, the child and educational professionals together with any health or social care professionals who are involved with the family. They will record the child's strengths, their dreams and aspirations as well as the barriers they face and the Local Authority will then produce an EHC Plan which details the support that the child will need in order to meet the agreed EHC outcomes.

## **5 Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to their full potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a LSA. Teachers aim to spend time each day working with all children, including those with SEN, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Learning Plan targets for children at SENS are achievable, but set with an appropriate level of challenge in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by their teachers - who monitor progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the end of each block, a child's progress towards their targets is assessed and recorded.

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- A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify ‘what works’.

### **5.1 Adaptations to the curriculum teaching and Learning Environment**

Broke Hall Primary School is disability friendly. The school is on one level and corridors are wide. We have an easy access toilet and a care station. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with traits of specific difficulties. This is good practice to support all children but is vital for those who particularly need it. All of our children have access to the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **5.2 Access to extra-curricular activities within the school day**

All of our children have equal access to the school’s extra-curricular activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Educational and residential visits are part of our curriculum and we aim for all children to benefit from them. No child is excluded from an educational visit because of SEN, disability or medical needs.

Broke Hall Primary School signposts all parents to a separate on-site before school/after school provider.

## **6 Staff Expertise**

All of our teachers are trained to work with children with SEN. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house, external agencies or Local Authority led courses, provision of books or guidance towards useful websites.

All LSAs are able to work with children with SEN and disabilities. Areas of expertise are considered when allocating support staff to individual pupils or for specific interventions. We have provision for further training as required.

The SENCo offers training and advice and shares resources with all staff. Additionally, the school is able to purchase additional expertise from other agencies, including the local authority. This includes access to Educational Psychologists and other specialist practitioners or agencies.

## **7 Children with social, emotional and mental health needs**

If the child is felt to have social, emotional or mental health needs- for example with anger management or anxiety - the school offers a range of social skills or therapeutic interventions. These are generally delivered by staff who have developed good, trusting

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relationships with the children. These pupils may have either a Learning Plan or a Behaviour Plan and an individual risk assessment may be required.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Behaviour itself is not classified as an SEN but can be an indicator of other underlying issues or difficulties. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) appropriate action will be taken.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to the Access and Assessment Team.

The school employs a Family Liaison Officer who is able to offer support to pupils and their families with any concerns involving parenting, education, behaviour, attendance and health. The Family Liaison Officer provides a friendly, approachable and confidential point of contact for families

The school has a zero-tolerance approach to bullying, including towards children with SEN and disabilities. We will actively investigate all allegations and work with both the bully and the victim.

### **8 Transition Arrangements**

#### *Transition into and within school*

We, as a school, recognise that every child is an individual and understand how difficult it can be for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- SENCo visits pre-school providers and meets the child & parents
- Meetings with external agencies arranged to ensure a smooth transition
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

#### *Transition to Secondary School*

In Year 6, the secondary school SENCo is invited to the Annual Review Meeting to discuss transition. The SENCo will meet with the secondary school SENCo and arrange transition meetings with parents and the secondary school SENCo where appropriate. Additional transition arrangements for pupils may be made e.g. extra visits, travel training, induction activities etc.

### **9 Complaints and Concerns**

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The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any concerns should be raised in the first instance with the Class Teacher or SENCo.

All complaints are taken seriously and are heard through the school's complaints policy and procedures.

### **10 Suffolk's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Suffolk's Local Offer is available from the website <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

In addition, <https://www.access-unlimited.co.uk/> is the One Stop Shop for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits, about how Suffolk aims to support children through education, health and social care.

### **11 Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

### **12 GDPR**

All data will be stored and retained in accordance with the school's GDPR Policy.

### **13 Review Framework**

The policy will be reviewed every two years (or sooner in the event of revised legislation or guidance).