

# **Brooklands Primary School**

## **SEND Policy**



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**Review: October 2019**

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### **Special Educational Needs Coordinator (SENCO):**

The Deputy Head Teacher is the SENCO at our school. She is contactable via the school email address, [secretary@brooklands.trafford.sch.uk](mailto:secretary@brooklands.trafford.sch.uk) and by telephone, 01619733758.

## **Brooklands Primary School Policy for Special Educational Needs**

### **Section 1: Mission Statement**

Brooklands Primary School (BPS) is committed to providing an appropriate and high quality education to all the children living in our local area.

We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We do not tolerate prejudice and discrimination, but provide an environment where all children can flourish and feel safe.

We are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

As a Dyslexia Friendly School our teachers will employ a range of strategies to support all learners. In keeping with our Policy, these will engage children in multisensory activities developing different learning styles and valuing the participation and contribution of all children.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority

- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.

## **Section 2: Objectives of SEND Policy**

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

1. To ensure the SEN and Disability Act and relevant Codes of Practice 2014 and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO and support staff as appropriate. (\*Except where disapplication, arising from a Statement or Education Health Care Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input where necessary, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.
6. To provide support and advice for all staff working with special educational needs pupils.
7. To ensure that pupils with SEN are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs..
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. Where appropriate to involve the children themselves in planning and in any decision making that affects them.

### **Section 3: Coordinating Provision**

At Brooklands Primary School there are various staff who work collaboratively to enable every child to achieve to his or her full potential regardless of SEND. We aim to raise the aspirations of and expectations for all pupils with SEN and as a school we focus on outcomes for our children and steps to achieving success.

#### **The SEN/Equalities and Inclusion Governor**

- Mrs A Madden, is the SEN Governor, who monitors the SEN provision at Brooklands Primary School
- She meets regularly with the SENCo on a termly basis to keep up-to-date with developments within school, analyses data relating to the attainment of SEN pupils and uses this information to inform future planning
- She feeds back to governors about developments in SEN

#### **The Special Educational Needs Co-ordinator (SENCo)**

- The SENCo is Ms A Nelson, who is responsible for the arrangements for SEN provision throughout the school
- She is the Deputy Headteacher and is a member of the SMT
- **The SENCO's responsibilities include:**
  - the day to day operation of the SEND policy.
  - maintaining a register of children with SEN, and ensuring that the records on children with SEN are up-to-date.
  - working closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
  - the strategic deployment of Teaching Assistants to ensure that children's needs are met both academically and pastorally.
  - managing Teaching Assistants attached to individual children with statements or EHCPs.
  - meeting the needs of children with medical needs.
  - working closely with the parents of children with SEN.
  - supporting teachers who require guidance on meeting the needs of individual or groups of children on the SEN register, which may involve lesson observations or support in setting outcomes for pupils
  - liaising with outside agencies to gain advice and support for children with SEN
  - contributing to in-service training for staff on SEN issues.

- attending SENCo network meetings to develop her own continual professional development.

### **Support Staff**

#### **Learning Support: SEN Intervention TAs**

- Two Higher Level Teaching Assistant, (HLTA) working at Level 4
- One HLTA leads the team of KS1 and EYFS TAs
- One HLTA leads the team of KS2 TAs
- There are currently 10 Teaching Assistants employed at Brooklands ,who provide a mixture of class support and interventions to individuals and small groups
- Their deployment is dictated by need
- They focus on meeting a range of needs from literacy and numeracy to pastoral or communication difficulties, which have often been tailor made for the child
- They also deliver speech and language interventions
- They meet with the SENCo on a termly basis to plan and review, and to adapt the learning programmes they are delivering, if necessary.
- They also access weekly opportunities for continuous professional development, which they request
- They also carry out diagnostic assessments of individual children, which are used to identify the child's needs and the appropriate interventions required.
- They liaise with the Class teacher to review and set new outcomes for pupil profiles for the children they work with at each term.
- They also provide opportunities for parents to come into school to observe interventions and to share strategies on how to meet individual children's needs

**Children with statements of SEN, EHPs or with funding at Enhanced SEN Support Plus are supported on an individual basis by TAs employed by the school from the funding delegated by the LEA for this purpose.**

## **Section 4: Categories of Need**

**The SEND Code of Practice 2014 recognises 4 broad categories of need:**

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

## **Section 5: Identification of SEN at Brooklands Primary School**

*The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or*

*young people often have needs that cut across all these areas and their needs may change over time.* (SEND Code of Practice 2014)

At Brooklands Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Other issues may impact on the progress and attainment of a child which may be considered to be SEN. These include for example a disability which can be overcome by ensuring we make reasonable adjustments for the individual needs of the child; poor attendance and punctuality; health and welfare issues; English as an Additional Language.

### **Sources of Information used to identify Additional Needs:**

The following information is used to help to identify the appropriate support for pupils experiencing difficulties:

#### **Learning intervention:**

- Assessment data
- Child is closely monitored
- SEN review meetings between the SENCo and Class Teachers
- Parents may mention their concerns regarding their child directly to the SENCo, who will take the parent's concerns seriously and investigate further before informing the parent of her findings.

#### **Pastoral intervention:**

- Class Teacher completes pastoral referral
- SEN review meetings between the SENCo and Class Teachers
- Parents may mention their concerns regarding their child directly to the SENCo, who will take the parent's concerns seriously and investigate further before informing the parent of her findings.

#### **Speech and Language intervention:**

- Class Teachers may flag children up at SEN review meetings with the SENCo
- External agencies, such as Health Visitors may flag a child up for Speech and Language intervention
- Parents/ carers may also flag a child up for speech and language intervention

### **Dyslexia intervention:**

- Class Teachers may flag children up at SEN review meetings
- Parents/ carers may also flag a child up for speech and language intervention

### **Links with other schools/Transfer arrangements**

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- The Class teacher of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. All SEN information will be forwarded for children transferring to new schools and the SENCO will discuss these children with the other school.

## **Section 6 - Managing Pupils Needs - A Graduated Response to SEN Support**

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **Stage 1. Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly which will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that we have a clear picture of the interventions put in place and their impact on progress. In some cases, outside professionals from health or social services may be involved with a child. These professionals will liaise with the school to inform our assessments. Where professionals are not already working with school staff the SENCO may contact them if the parents agree.

## **Stage 2.Plan**

We endeavour to inform parents as soon as a potential special educational need is identified and class teachers should maintain contact and communication with parents to keep them informed about the progress of the child. Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. We usually review progress during SEN review week, which is an opportunity for parent/ carers to meet with their child' class teacher outside of parents' evening to discuss their child's progress towards outcomes on their pupil profile. We are always happy to provide alternative times particularly if we anticipate longer reviews.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be made aware of the planned support and interventions and, where appropriate, we will seek parental involvement to reinforce or contribute to progress at home. Parents are also welcome to look at the materials and programmes we use to support children and may observe their child working with an adult if this is appropriate.

## **Stage 3.Do**

The class teacher should remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO, Ms Nelson will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Stage 4.Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date -which is usually termly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and

interventions provided, enabling them to be involved in planning next steps. The views of the pupil will also be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

Where a pupil has a Statement of SEN or an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As a school we will co-operate with the local authority in the review process.

## **Section 7: Waves of Provision**

### **Quality First Teaching**

At Brooklands Primary School we believe that quality first teaching is the key component in children with additional needs making excellent progress. In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objective, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. The school use the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrated an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

### **SEN Support**

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, **Special Educational Needs Support (SEN Support)** may need to be made.

**SEN Support** provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions

- Support is required to develop literacy or numeracy skills
- Support is required for emotional or social development
- Support is required for sensory or physical impairments
- Support is required for communication or interaction needs

Any child requiring SEN Support will be set individual outcomes on a Pupil Profile. Where needs are similar, it is appropriate to support children within a group, focussing on the common needs. Children will receive intervention based on the outcome of diagnostic assessments. If children have similar needs they may be paired or put into small groups. Interventions will be delivered by a TA. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

The pupil profiles will be reviewed at least three times a year, although some pupils may need more frequent reviews. The SENCO will support the teacher in this process. It is the responsibility of the teacher to feedback to parents/carers and wherever possible the child will be invited to contribute and will be consulted about any further action.

#### **Additional SEN support**

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **Additional Special Educational Needs Support (ASENS)** level.

#### **Additional Special Educational Needs Support**

Provision at this level often includes the involvement of **specialist input** or it may relate to the intensity of the support necessary for a given period. A variety of support can be offered by external services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

ASENS would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at levels substantially below than that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills

- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

A child receiving support at ASENS will have a Pupil Profile. **Monitoring** will take place as for SEN Support and reviews will be at least on a termly basis. Increased provision will run concurrently with differentiated curriculum support.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents will always be involved in any decision to involve specialists.

### **School request for an Education, Health and Care Plan**

For a child who is not making adequate progress, despite a period of support at Additional Special Educational Support and in agreement with the parents/carers, the school may request the Local Authority (LA) to make statutory assessment in order to determine whether it is necessary to develop an Education, Health and Care Plan for the child. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of a child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, the Local Authority carries out an assessment and uses the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with school. In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider

may consider it impossible or inappropriate to carry out its full chosen assessment procedure. For example, where its concerns may have led to a further diagnostic assessment or examination which shows the child or young person to have severe sensory impairment or other impairment which without immediate specialist intervention beyond the capacity of the school or other provider would lead to increased learning difficulties.

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution

The school is required to submit evidence to the LA whose Moderation of Assessment Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Issuing an EHC Plan**

Where, in the light of an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC Plan, the local authority **must** prepare a plan. Where a local authority decides it is necessary to issue an EHC plan, it **must** notify the child's parent or the young person and give the reasons for its decision. The local authority should ensure it allows enough time to prepare the draft plan and complete the remaining steps in the process within the 20-week overall time limit within which it **must** issue the finalised EHC plan.

EHC plans **must** specify the outcomes sought for the child. EHC plans should be focused on education and training, health and care outcomes that will enable children and young people to progress in their learning and, as they get older, to be well prepared for adulthood. EHC plans can also include wider outcomes such as positive social relationships and emotional resilience and stability. Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation.

Where a plan brings additional funding, a child who has an EHC Plan will continue to have arrangements as for ASENS and additional support that is provided using the funds made available through the Plan.

A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan, which parents can apply to access, but they must show how the money will be used effectively to meet their child's needs.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Plan or to the personal budget arrangements for the child.

### **Exiting SEN – CLASS ACTION**

As a school, if a child has made good progress whilst being on SEN support, we will move them to Class Action. We will continue to include them in the assess and review cycle and we will consider progress formally on a termly basis. We often give children a short period of time (usually two terms) during which time we monitor their progress without additional support. After this time they will be considered for exiting SEN provision.

## **Section 8 - Supporting Pupils and Families**

Local authorities must publish a **Local Offer**, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Trafford Local Offer can be found via Trafford Service Directory at [www.trafford.gov.uk/fsd](http://www.trafford.gov.uk/fsd) or by contacting the Family Information Service on 0161 912 1053

### **SEN Information Report**

Further information specific to our school can also be found on our school website under statutory information SEN Report, this gives a wealth of information to help parents to understand what SEN looks like in our school.

## **Section 9- Supporting Pupils at School with Medical Conditions**

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 children may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For more detailed information please refer to - **Supporting pupils with Medical Conditions and Managing Medicines in School Policy**. This School Policy can be accessed on the school website.

### **Section 10 - Monitoring and Evaluation of SEND**

Monitoring and Evaluation arrangements promote an active process of continual review and improvement of provision for all pupils at our school.

1. The SENCO will meet with each class teacher 3 times a year to discuss additional needs concerns, to review existing pupil profiles and to write new ones where necessary.
2. At other times, the SENCO will be alerted to newly arising concerns through the Cause for Concern form. This will be completed by the teacher. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form. Forms should then be shared with the parents by the class teachers so that parents are always aware of potential additional needs of their children. Parents' comments or views may be added at this time.
3. Reviewed and updated pupil profiles will be discussed with the parent and teacher with a copy of any pupil profiles sent home via the class teacher. Parents have termly opportunity to discuss their child's progress and additional meetings are arranged where necessary. Pupil profiles will be discussed with the child and they and their parents may contribute to their development where appropriate.
4. Outcomes arising from SEN review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, various teaching styles, resources.
5. The SENCO and all other subject leaders monitor planning for SEN for their curriculum area.
6. The SENCO, together with the Headteacher, monitor the quality and effectiveness of provision for pupils with SEN through classroom observation, planning and work sampling and scrutiny.
7. The SENCO and Headteacher also hold termly progress reviews with each teacher to track performance and monitor progress. Teachers discuss what is working well for individual children and what needs to change. This is then fed into pupil profile reviews.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school annual budget. The support timetable is reviewed periodically throughout the year by the SENCO and the management team in line with current pupil needs, educational initiatives such as literacy and numeracy strategies and the budget. Additional support is funded through individual allocations from the Local Authority.
9. Support staff, class teachers, SENCO, link governor and outside agencies

liaise and share developments in order to inform reviews and support forward planning.

10. Every year, we use national statistics to analyse the data we have on the achievements of our pupils with SEN at the end of their key stage, compared to similar schools. We continue to have low numbers of children with SEN and so this must be considered when interpreting such data.
11. The SENCO also tracks the performance of the children with SEN and uses this to develop future individual plans or establish group interventions where a specific need has been identified.
12. Termly progress tracking meetings also take place with each teacher and we use this to evaluate impact of support and consider changes or developments.
13. Through our rigorous Monitoring Schedule, Key Stage Coordinators carry out termly analyse of data on behaviour. We use this analysis to help us plan our provision map.

### **Section 11 - The School's Arrangements for SEN and Inclusion In-Service Training**

- The SENCO attends regular cluster meeting to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged, matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

### **The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise – for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is

indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to pupil profile reviews.

- The SENCO liaises frequently with a number of other outside agencies, for example:
  1. Social Services
  2. Education Welfare Service
  3. School Nurse
  4. Community Paediatrician
  5. Speech Therapy
  6. Physiotherapy
  7. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Class Teacher or SENCO and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting Education Welfare Officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEN. Parents/carers can find details of these groups via Trafford Council Local Offer at [www.trafford.gov.uk/fs](http://www.trafford.gov.uk/fs)  
Information sent from organisations will be collated by the SENCO.

### **Allocation of Resources to and amongst Pupils**

Each year the SENCO maps our provision to show how we allocate resources to each year group a, this also identifies how we spend our budget for SEN. The Provision Map is updated termly as needs change across the school year.

### **Section 12 - Partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having special educational needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the teacher or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about Trafford Parent Partnership, which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.

Trafford Parent Partnership Officer provides objective support to any parent who has a child with SEN. Geraldine English is the named person in Trafford and can be contacted on 0161 912 3150.

- At review meetings with parents/carers we try to always make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we intend that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Pupil profiles will include outcomes to work towards at home. All pupil profiles and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted upon. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office and on the website, sets out the steps in making a complaint in more details.

## **Section 13 - Accessibility**

### **Access to the Environment (see also School Accessibility Plan)**

- Brooklands Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments. The school is built on two levels with stairs from ground floor. 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 also wheelchair access.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- We incorporate recommendations from our access audit into all repairs and maintenance programme.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require or modifications to the building will be made to remove barriers to learning.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

### **Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)**

- The school will ensure that all children have access to a balanced and broadly based curriculum and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- We recognise the needs of children with dyslexia and dyslexic tendencies, we provide resources for children to freely and independently access which removes barriers to learning.
- Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate to meet the different learning styles of the children.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

### **Access to Information (see also School Accessibility Plan)**

- All children requiring information in formats other than print have this provided (e.g. a child who uses Makaton).
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- BPS uses a range of assessment procedures within lessons (such as taping, photography, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There are two reception classes and one mixed Reception and Year One class; pupils are allocated to each class by age and gender to ensure that there is parity between classes. Children identified, prior to joining our school, as

having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

- Admission to reception is on a part-time basis for the first week. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with an EHCP or an EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice may be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of Special Educational Needs issues and come from a disability equality perspective and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- BPS also recognises the importance of increasing awareness of British Sign Language as a language and has run a sing-along training sessions for appropriate parents, teachers and Teaching Assistants.
- Opportunities to teach the children Makaton signs e.g. for signed singing and using symbols on displays and around the class are developing along with the use of visual timetables.

### **Listening to disabled pupils and those identified with additional needs**

- BPS encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation and making the information and meeting itself accessible and unthreatening.
- The staff has on-going training opportunities on issues relating to communication and listening skills.
- Regular pupil voice activities include representation from children identified as having SEN.

### **Disability equality and trips or out of school activities**

- BPS makes all trips inclusive by planning in advance and using accessible places. We aim to take all Year Six children to a Youth Hostel residential trip and all Year Five pupils on an outward bound residential visit.
- All children are welcome at our afterschool activities.

### **Working with disabled parent/carers**

- BPS recognises that there will be a number of disabled parents/carers of children within the school and we work to try to ensure that they are fully

included in parents'/carers' activities. We also make sure that we hold parents/carers meetings in the Hall that is accessible.

- When a child starts at the school we ask the parents/carers about their access needs and act on this information.

#### **Section 14 - Dealing with complaints**

If a parent wishes to complain about the provision or the policy, they should in the first instance, raise it with the SENCO, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaint's Policy. This is available, on request, from the school office and is also on the School website.

#### **Section 15 - Reviewing the Policy**

Given the climate of reform and the new requirements for SEND, this Policy will be reviewed annually.

Last reviewed: July 2016