

Brunswick Community Primary School

Policy for Special Educational Needs and Disabilities

Special Educational Needs co-ordinator Amanda Naseby.

The Nature of Special Educational Needs and Disabilities. (S.E.N.D.)

This policy takes into account the revised Code of Practice for Special Educational needs and Disabilities 0-25 years. The code refers to part 3 of the Children and Families Act 2014 and associated regulations. Further information regarding the new code of practice can be found on the Department for Education website:

www.education.gov.uk/schools/pupilsupport/sen

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age.
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- are under compulsory school age and fall within the above or would do so if special educational provision was not made for them.

Pupils with special educational needs require additional help to enable them to access the curriculum. This additional provision may be in the form of individualised planning, modification of materials, the provision of specific teaching or technical aids, or the allocation of additional teacher or support assistant resources.

School Aims.

We want to ensure that every child at Brunswick Community Primary School achieves his/her full potential. We believe that the educational goals for the pupils are the same, all pupils have a right to a broad and balanced curriculum, which is relevant, differentiated and provides for progression. **We believe that all teachers are teachers of children with SEND** and that all pupils can progress although this may be in very small steps. We believe that all pupils with SEND deserve the level of resourcing necessary to meet their needs and that they should, as far as possible, be educated in their mainstream classes. We recognise that some children may need special provision.

These aims are going to help us to fulfil the whole school aims of creating a school community with a positive atmosphere in which children learn to value themselves, each other and the world in which they live: where positive attitudes toward learning are developed and where every pupil is encouraged to reach their academic potential through first hand experiences and a meaningful curriculum.

Main Principles of our Policy are:

To guarantee consistency, early identification of difficulties, involvement of parents as partners, planned provision, effective use of resources, appropriate teaching strategies, appropriate use of support agencies and regular reviewing and monitoring of progress. The principles are as follows:

- The SEND co-ordinator will maintain a confidential record of all SEND pupils.
- Where required, a pupil with SEND will have a Passport for Learning, a personal profile with set targets, amended termly.
- All class teachers will retain responsibility for pupils with SEND.
- In-service training needs will be reviewed on an ongoing basis.
- Parents are regarded as partners. We positively seek and encourage parental involvement to play an active and valued role in their child's education.
- The needs of very able children are met by differentiation of task and outcome and special projects.
- Physical and human resources are reviewed annually and developed as appropriate.
- Pupils and parents are encouraged to participate and contribute to the decision-making process.

Brunswick Community Primary School welcomes pupils with special educational needs and disabilities and encourage parents/carers to do this. Any particular need a child may have is discussed with parents or guardians on admission. Admissions are in accordance with Local Authority policy.

Provision

Brunswick School has a team of teaching assistants who support children's learning in and out of class.

Amanda Naseby is the school's Special Educational Needs co-ordinator (SENCO). Advice and support is available from the SENCO for the planning of personal targets, advising on equipment and resources.

Provision for children with SEND is a matter for Brunswick Community Primary School as a whole. In addition to the governing body, the school's headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. Teaching children with SEND is therefore a whole school responsibility.

The governors recognise the importance of prioritising SEND provision and wherever possible ensure that the SENCO has adequate time to fulfil responsibilities. The allocation of support assistant time is dependent upon the budget and need although governors are prepared to divert additional resources where appropriate on the SENCO's advice.

SEND Code of Practice

We will ensure that the requirements of the Code of Practice are met through our SEND procedures which are in line with the code. At each stage there is careful recording of the needs, the action taken and the outcome. Parents are closely consulted and worked with in partnership and the child's own wishes and feelings are considered. Open evenings and other meetings with parents are used for consultation and to review a child's progress, and to decide whether he/she needs to continue to be on SEND, seek outside agency advice or to be removed.

Systems for a graduated response

Early identification of pupils with special educational needs or disabilities is critical to their success (SEND code of practice 2014).

- To aid early identification of children with SEND, the Senior Leaders meet teachers half-termly through Pupil Progress Meetings to discuss any concerns and to monitor and review children's progress. The SENCO is informed and is always available for discussions.
- There is always contact with parents before a decision is made to add a pupil to SEND.
- Evidence and concerns obtained by teacher observation/assessment.
- Pupils who do not make expected progress despite high quality first teaching and differentiated personalised programmes to meet needs.
- Referrals from parents/carers.
- Referrals from the Pastoral Team.
- Referrals from outside agencies.
- Parent's evenings.

Any students requiring support that is deemed additional or different are placed on the school's system as 'SEN support'.

- Copies of all records are kept in the SEND filing cabinet in a locked office.
- Each class teacher keeps an SEND and Intervention file containing relevant information on each child on the SEND pupils in that class.
- A copy of the SEND record for that class is kept in that file.

Roles and responsibilities

The role of the governing body:

The governing body's responsibilities to students with SEND include:

- In partnership with the head, the day to day management of all aspects of the school including the SEND provision and its implementation.

- Ensuring that a designated governor is identified to be responsible for monitoring and assuring the quality of SEND provision throughout the school.
- Ensuring that pupils who are disabled are not treated less favourably than their able bodied peers and that reasonable adjustments to facilities are made to ensure this.
- Being fully involved in developing, monitoring (alongside the head) and subsequently reviewing SEND policy.
- Reporting annually to parents on the schools SEND policy, including allocation of resources on the schools website.

The role of the Head Teacher:

The Head Teacher's responsibilities include:

- The day to day management of all aspects of school including the SEND provision.
- Keeping the governing body informed of SEND policy and practice.
- Ensuring that SEN policy is an integral part of the schools improvement and development plan.
- Providing appropriate resources/adjustments to ensure SEND students are not treat less favourably than other students.
- Liaison with SENCO

The role of the class Teacher:

All teaching staff will:

- Recognise that all teachers are teachers of SEND.
- Provide quality first teaching.
- Be aware of the schools procedures for the identification and assessment of, and subsequent provision for SEND pupils.
- Use provided strategies to support SEND pupils and identify appropriate differentiated resources to ensure access to the curriculum.
- Consider all pupils regardless of need when planning, teaching, assessing and evaluating pupils in their classes.
- Contribute to the review process by preparing required documentation as and when required.
- Ensure that pupil Passports for Learning are used and monitored in lessons to ensure the best possible outcomes for SEND pupils.
- Communicate and liaise with parents, carers, the school's SENCO and outside agencies as and when required.

Role of Teaching Assistants:

- To support SEND pupils and the wider school population.
- To monitor targets set out against pupil information.
- To contribute to the review process.
- To support pupils on educational visits when required.
- To oversee exam concessions pupils during tests.
- To support teachers during the planning process of lessons.

Role of the SENCO:

- Develop strategic direction and achievement of SEND children in school.
- Overseeing the day to day operation of the SEND policy.
- Co-ordinating the provision for SEND pupils.
- Liaising with and providing advice and support for teachers and support staff.
- Overseeing pupil records and updating them where appropriate.
- Liaison with parents/carers via the review process.
- Contributing to the schools CPD programme.
- Supporting the Primary and Secondary transition process.
- Liaising with external agencies with regard to SEND pupils.
- Providing access arrangements for SEND pupils.
- Collaborating with curriculum co-ordinators to ensure access and priority is provided for SEND pupils.
- Collaboration with locality and city SENCO's.

Staff Development and Training.

The SENCO identifies needs for individual and group staff development and training and will seek to provide opportunities either school-based or external. Advantage is taken of the Local Authority in-service training. Support services contribute to our staff training. Professional Development meetings, held throughout the term, and the weekly staff briefing, help to inform and update staff on any current SEND issues and procedures. SEND issues are identified and addressed on the School Improvement Plan.

Support Services/External Agents.

In order to maximise the educational provision provided for our pupils various outside agencies may be used to help identify, assess and provide support. The L.A's '**Local Offer**' provides a list of the wide range of outside agencies available to support children and families with additional needs. The L.A's Local Offer can be found on the Sheffield Council website.

As a school we currently engage with the following services:

- Educational Psychology Service.
- Fusion S2S.
- The Child and Mental Health Service (CAMHS).
- MAST – Multi Agency Support Team.
- Hearing/visual Impairment Service.
- Speech and Language Therapy.
- Young Carers.
- Social Services.
- Occupational Therapy.
- Physiotherapy.
- The School Nurse.

Resources.

The SENCO will work with the whole staff, headteacher and L.A. to ensure resources for SEND are managed effectively. It is the responsibility of every teacher to alert the SENCO to resource needs.

Resources and equipment for SEND are stored in the SEND room and intervention rooms, and are available for all colleagues. Resources are purchased and prepared with the aims of:

- helping class teachers differentiate/access the curriculum for their own pupils.
- helping to eliminate difficulties.

School Access Arrangements.

The school welcomes wheelchair users. Outside ramps are available and there are changing and toilet facilities for pupils with physical difficulties. Handrails are on stairways and a lift is available.

Brunswick Community Primary School swimming pool is a resource which is of particular advantage to pupils with physical disabilities.

Equality of Opportunity and Inclusion.

Pupil progress is tracked and monitored by vulnerable group to enable action to be put in place to address issues of under achievement and celebrate success. We will work towards removing barriers to children's learning and the inclusion of all.

Assessment.

The children with SEND are assessed on a continual basis and recorded formally through their personal targets and the school's pupil tracking systems. End of year assessments are carried out as for all pupils. Progress reviewed termly with parents and, if appropriate, outside agents.

- Targets where possible are closely linked to the Early Learning Goals and National Curriculum.
- The school uses its own Baseline Assessment on entry to the Foundation Stage and, in-line with statutory requirements, every pupil is assessed using the Foundation Stage Profile in Foundation 1 and 2.
- Half-termly Pupil Progress meetings take place from F1 to Y6 to help identify children under-achieving in reading, writing and mathematics using standardised tests, with action plans to address this.
- Outside agents may assess children individually.

Recording and Reporting.

Parents of children with SEND are invited to a review with the SENCO in the Autumn and Summer terms. If the parents do not attend reviews a note is made of their absence and a copy of the review minutes are sent to them. A third review in the Spring term is held by the class teacher at parents' evening. A formal review form is filled out. If parents do not attend an open evening it is recorded and they are contacted to rearrange by the class teacher.

There is always contact with parents before a decision is made to put a child onto the SEND record, to involve outside agents or to remove them from the register.

School reports are sent out in the summer term.

There is close liaison with the secondary schools for Y6 pupils at transfer stage. SENCOS of secondary schools are invited to attend the child's Y6 review meeting in the summer term. All SEND pupil files are transferred with the pupils.

Governors receive an annual report on the effectiveness of the SEN policy. They also receive information on resource allocation and improvements in performance.

Professional Development meetings inform staff of updated SEND issues.

Partnership with Parents.

Partnership with parents is crucial to the success of our policy and we fully expect co-operation in attending review meetings and in the backing up of our SEND procedures, including supporting children with their work at home or on special projects.

A parent information leaflet is available for parents.

Parents are closely involved and consulted at all stages, by formal personal contact, by telephone, by letter, by review meetings and at parents' evenings. Parental concerns are responded to. Written records are kept of parental contact together with action to be taken. Parents are requested to submit written contributions to annual reviews for statemented pupils. The SEND procedure is explained fully to parents. Parents are always made welcome in school. Any expression of parental concern is recorded in the SEND documentation.

Evaluating the effectiveness of this provision

The implementation and success of this policy will be evaluated by using the following:

- Monitoring classroom practice by the SENCO and through whole school teacher observations.
- Through the school's review process.
- Tracking data measuring student performance against provided targets.
- Feedback from curriculum co-ordinators and outside agencies.
- Tracking data in relation to attendance.
- The ability of SEND pupils to make measurable progress in the mainstream setting.
- Any relevant national measures.
- Number of complaints received.

Management of Complaints.

Parents are regarded as partners in the education of their children and because of this the need to make a complaint should rarely arise. However, should a parent wish to make a complaint about the provision made for their child, they should contact the SENCO or headteacher who will make every effort to resolve the situation. If further action is to be made, the headteacher will always become involved. If the situation is not resolved, the governor with SEND responsibility would be informed. If a resolution has still not been reached, or the complaint is of the Headteacher or SENCO, the matter would be taken to the governing body as appropriate.

Review of Policy.

The policy will be reviewed every two years.

Amanda Naseby SENCO
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