

Brimrod Primary School



SEND Policy

Head teacher: Mr Stuart Perkins (BA Hons, QTS, NPQH, SLE, NaSEN)

Special Educational Needs Co-ordinator: Kate Clarke (BA Hons, QTS, SLE, Assistant Head Teacher)

Chair of Governors: Mr Emerson Whitworth

SEN Governor: Ms Helen Brougham

At Brimrod Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school. All teachers are teachers of SEND and as a school we ensure that SEN teaching is strongly underpinned by quality first teaching.

Additional information may also be contained in the following related documents:

- Anti Bullying Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Accessibility Plan
- Supporting Children with Medical conditions in School Policy
- Managing Medicines Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 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 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the School's SENDCo and in cooperation with the Governor Curriculum Committee, all staff and consulted with of parents of pupils with SEND.

Definition of Special Educational Needs

Definitions taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

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

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

You can access Rochdale's Local Offer at:

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>

This policy sets out our approach to supporting children with special educational needs (SEN) and is formally reviewed every 3 years. Additional detailed information about our current provision for children with SEN is available in our SEN information report which is updated annually. This is available here - www.rochdale-online.com/brimrod

Our Vision and Aims:

Brimrod Primary School is committed to creating a high quality, safe, encouraging but challenging learning environment and caring ethos which values everyone.

We have the highest expectations through striving for continuous improvement.

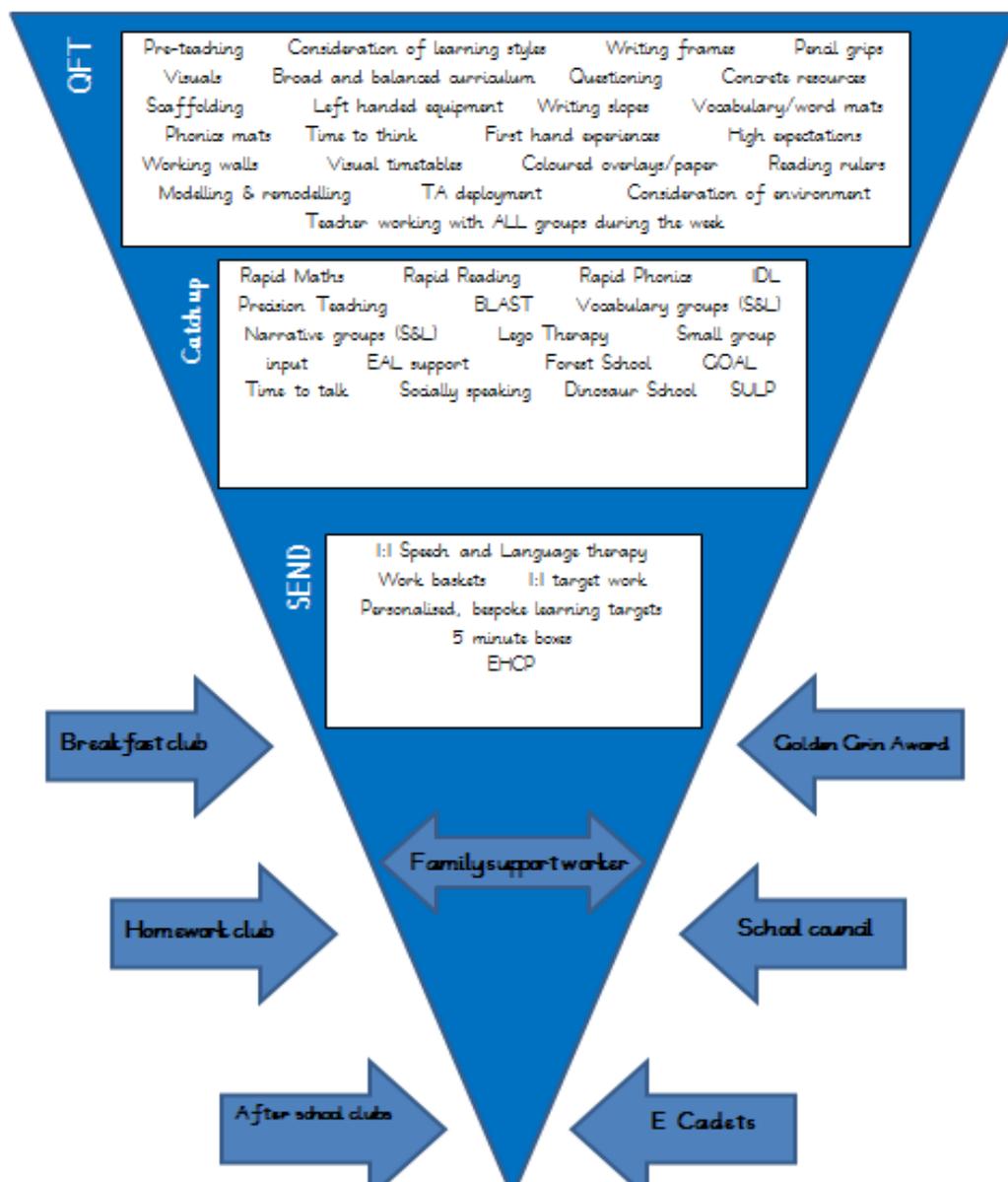
We encourage all children to become confident, articulate, happy children and to **achieve** by developing their full unique potential.

We intend to inspire the children to be highly motivated, independent learners with high standards of self-discipline who actively participate in a **challenging**, broad, balanced and relevant inclusive curriculum.

We inspire our children to **explore**, discover and be curious about their learning through a practical, engaging curriculum.

We are committed to providing a range of experiences so that our children can **aspire** to lead healthy and fulfilling lives.

Our Graduated Approach:



Principles of our SEN Policy:

- ✓ setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- ✓ responding to pupils' diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- ✓ overcoming potential barriers to learning and assessment for individuals and groups of children - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given.
- ✓ having policies and procedures in place to ensure that all children , whatever their needs, are safe in school.

Therefore at Brimrod we believe that in pursuit of our aims we will:

- Ensure that any child's special educational needs are identified early through on going assessment. This is most effectively done by gathering information from parents, education, health and care services and early years settings/feeder primary schools prior to the child's entry into our school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN through Pupil Progress and Inclusion meetings.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Rochdale Additional Needs Service, SEN Assessment Team, Speech and Language Therapy, Healthy Young Minds.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, playground buddies, swimming, and forest school.
- Raise staff awareness and expertise of SEND issues through ongoing training. Ensure all staff are regularly trained in safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.

Roles and Responsibilities:

Governing Body:

In conjunction with the Head teacher:

- they will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- Ms Helen Brougham our SEN link governor monitors and evaluates provision and reports to the Governing Body.

Head teacher:

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work closely with the school's SENDCo.
- will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.

SENDCo:

- Oversee the day to day operation of the school's SEND policy.
- Coordinate provision for SEND pupils.
- Liaise and advise fellow colleagues on issues relating to SEND.
- Ensure all Provision maps and SEND records are kept up to date.
- Liaise with parents at every step in the SEND process.
- Monitor the impact of interventions.
- Contribute to the CPD of all staff in relation to SEND support.
- Liaise with outside agencies, including LA support, Educational Psychologist and members of the Additional Needs team.
- Organise effective pupil centred reviews.
- Monitor the progress of SEND pupils on a termly basis.
- Keep Governors updated with SEND reform and pupil progress.
- Coordinate and develop school based strategies for the early identification and review of pupils with SEND.
- To inform the governing body how the funding allocation has been used to support special educational needs.

Class teachers:

All children are entitled to 'Quality First Teaching'. Teachers provide a differentiated curriculum which meets the needs of all their learners. They monitor and evaluate children's progress and set targets for them regularly. Teachers discuss with the SENDCo any concerns they have regarding individual children, discuss the provision map and the 'assess, plan, do, review' cycles already undertaken.

Special Support Assistants and Teaching Assistants:

They carry out the planned interventions and support children in the class setting where children receive quality first teaching. Support staff report back to the class teachers and the SENDCo.

Admission arrangements:

Please refer to the information on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Our Early Years teachers visit children at their Nursery or at home before they start our Nursery or Reception class. They talk to the nursery providers and parents about any concerns they may have.

Identification of Special Educational Needs:

At Brimrod we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that children have a special educational need if they:

- begin Brimrod with an Education Health Care Plan.
- are in the process of being assessed with regard to Education Health Care Plan when they transition into our school.
- have been identified as having a special educational need in a previous school or early years setting.
- are experiencing learning difficulties significantly greater than the majority of children of the same age.
- are experiencing social or emotional difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by previous assessments such as the Early Years Profile assessment.

To help identify children who may have special educational needs, our school will measure progress by referring to

- ongoing observations and assessments including using Pre-Key Stage Standards if appropriate.
- the outcomes from a variety of assessment appropriate to the child's needs.
- the child's performance against descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools.

At Brimrod, we will also be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

Our Graduated Approach to SEN Support (explained):

- **Quality First Teaching** - Every teacher is a teacher of every child or young person including those with SEND. All children will have the opportunity to experience high-quality everyday personalised teaching. 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Quality of teaching is regularly reviewed in school to ensure that all pupils make progress. The progress of SEND pupils forms part of the agenda in pupil progress meetings held each term with the Headteacher and SENDCo.
- If, despite the above general provision, a teacher has concerns about a child's progress the following systems are in place: the class teacher shall seek support from the SENDCo and complete a Record of Concern on the school tracking system. Once this concern has been registered the class teacher will work closely with the child in the normal class room context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant/additional resources.
- The schools robust monitoring systems will quickly highlight pupils whose progress is less than expected. After discussions with staff, this might lead to the conclusion that an individual pupils may require intervention to diminish the gap which means provision which is 'additional to' or 'different from' other pupils in their class.
- If a child does not make significant progress further intervention for another fixed term may be required. At the end of 2 cycles if the gap has not diminished, school will consider putting the children on the SEND register at SEND Support.
- Parents and pupils are notified and involved in the discussions, setting targets with their child as part of an assess, plan, do and review cycle.
- For higher level of need, outside agencies are involved, provided more specialised assessments these include Educational Psychology, Rochdale Additional Needs Service or Health Professionals such as Speech and Language Therapy, Healthy Young Minds , Occupational Therapy.

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources appropriate to the child's needs including some or all of the following: parents, teachers, SENDCo, Social Care, Health professionals, educational Psychologist and other External Support Services

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a

group of people from education, health and social care as to whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Rochdale's Local Offer.

Education, Health and Care Plans [EHC Plan]:

- ✓ Following and EHC Needs Assessment, an EHC Plan may be provided by the Local Authority, if it is decided that the child's needs cannot being met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.
- ✓ Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- ✓ Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Managing Pupils' Needs on the SEN register:

- Any pupil who requires support "additional to or different from" for more than 2 cycles will be included on the SEND register as needing "targeted support."
- This type of support may include: different learning materials or specialist equipment. Some small group or individual support on specific intervention programmes to support their level of need e.g. additional phonics, Precision Teaching, Rapid.
- Interventions are carried out for an agreed period of time and follow the assess, plan, do and review cycle. All interventions are recorded on the school's provision map.
- Meetings with staff carrying out the interventions are held termly with the SENDCo and class teachers. Discussions focus on impact and next steps for the child.
- If the child has made good progress and is achieving in line with their peers, the decision is made to remove them from the SEN register and continue to monitor progress through quality first teaching.
- If more support is required, it may be decided to continue to run the intervention for a second period of time, or try a different intervention. Once again this is recorded on the provision map and forms part of the assess, plan, do and review cycle.
- The SENDCo will be responsible for maintaining the SEN Register. Class teachers will be given an updated list of children at the start of each new term, however children can be added to or taken off the register at any time during the year, in consultation with the SENDCo and parents.

Medical Needs:

Children at Brimrod, who have medical needs will not be placed on the SEND Register unless their medical needs or condition is significant enough to affect learning achievement or the health and safety of themselves or others. This would be detailed within an Educational Health Care Plan.

Parents should inform class teachers of any medical conditions either by a letter, telephone call or via a face to face meeting and the class teacher will then liaise with the SENDCo in order that a Care Plan can be written.

Please refer to our Managing Pupils with Medical Conditions in School Policy for further information.

Safeguarding:

At Brimrod, we recognise that children with special educational needs are more vulnerable to abuse and exploitation and if abuse is recognised we will follow the guidelines laid out in our Safeguarding Policy.

Working in partnership with parents:

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child's needs. All parents of children with SEND will be treated as partners; they will be given support to play an active and valued role in their child's education.

At all stages of the SEND process, the school keeps parents fully informed and involved. IEPS are sent home. Class teachers discuss progress at parent's evenings and the SENDCo is always available for further discussions if needed. Parents are encouraged to be part of their child's person centred review held on an annual basis.

Parents also have access to the school's SEND information report on the school website as well as our policy for special educational needs.

The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service when independent advice, guidance and support is required or parents can access this service themselves via -

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=gICb-bL0s9ss>

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governor may be contacted at any time in relation to SEND matters.

Involving children:

At Brimrod, we are committed to listening to the child's voice and involving children with SEN in decisions about their learning. Person centred planning and thinking will be used to:

- Ensure the views, wishes and feelings of children are at the forefront of all decisions.
- Provide children with the information and support necessary to enable full participation in decision making.
- Ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes, and prepares them effectively for adulthood.

Monitoring and Evaluation:

The class teacher as well as the SENDCo is responsible for monitoring the progress of all pupils with special educational needs and disabilities. This information is shared with the SEND link Governor. The SENDCo supports teachers where necessary, in drawing up support plans and deciding on the most appropriate interventions to support the pupil's needs.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a provision map, which are updated termly. These are updated and monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

Data Protection – Storing and managing information:

We are required to present data on the levels and types of SEND within the school to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report.

All documents (including Education Health Care Plans) regarding SEND pupils are kept electronically on the schools system. Electronic documents regarding SEND are stored on the school CPOMS system and are only accessed by the SENDCo or Family Support Worker. Any paper documentation is kept in the SENDCo office in a locked cabinet.

All records are passed up to feeder high school either electronically or hand delivered.

See our Data Protection Policy for more information.

Complaints Procedures:

Any matters of complaint from parents try to be dealt with effectively and efficiently. In the first instance, parents are encouraged to speak to their child's class teacher where hopefully the issue can be resolved. If parents are still unhappy an appointment is made with the SENDCo and/or the Head teacher where the issue can be discussed further.

In the event of the issue failing to be resolved, the chair of Governors Mr Emerson Whitworth will happily meet with parents where hopefully the issue will be rectified.

Minutes of all meetings are kept in school as a record of what has been discussed.

Record of Monitoring and Review of this Policy

This policy was developed by Jacinta Hindley

This policy was written in May 2016

Parental Consultation completed on

This policy will be formally reviewed with all stakeholders at least every three years.

Policy History:

NAME OF POLICY	SPECIAL EDUCATIONAL NEEDS
DATE FIRST ADOPTED BY GOVERNORS	December 2016

DATE REVIEWED	December 2017
BY	Kate Clarke
CHANGES MADE	Order of sections in policy. Updated link Governor. Updated graduated approach.

DATE REVIEWED	December 2018
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BY	Kate Clarke
CHANGES MADE	Updated Chair of Governors. Updated storage location of SEND documentation. Added consideration of Pre-Key Stage Standards. Added expectation of support plans completed in Pupil Progress meetings.