



## **Special Educational Needs / Learning Difficulties and Disabilities:**

Bransgore Primary school is committed to the development and encouragement of all of our pupils and staff. We recognise the positive contribution the school makes to the local community, our stakeholders, parents and partners. By treating all of our school family and friends with dignity and respect we encompass the key aims of the Equality Act 2010 and the general duties. This is also echoed in our school values. Inclusion and accessible learning is key to our success, as in the development of our staff. We work to remove barriers to learning and engagement in all that we do, as well as allowing for opportunities for dialogue and better understanding between different people. Everyone is unique and we value this daily.

### **Aims**

Our school is committed to providing equal opportunity for all children to have access to the full benefits of a broad and balanced curriculum. All staff are teachers of children with SEND and we have collective responsibility to provide high quality teaching and learning of all children that is fully inclusive.

Our aim is to create an inclusive yet challenging environment for all of our children including those with SEND. The focus is on accurate assessment and intervention to ensure that children's special education needs are identified as early as possible and that action is taken to meet those needs.

- Identify children requiring SEND provision as quickly as possible
- Build on an inclusive learning environment
- Intervene swiftly with strategies to identify and break down barriers to learning
- Work in partnership with parents and the child to ensure decisions include the viewpoint of everyone
- Monitor and track progress to make sure that we are having the greatest impact on progress

### **Objectives**

In line with the SEN Code of Practice 2014, in order to meet the needs of all our children with SEND we:

- Enable all our children to access a broad curriculum with Quality First Teaching as a cornerstone to inclusion
- Ensure that SEND children have a differentiated curriculum with attention given to their additional needs
- Target resources within lessons to enable children to access their work
- Keep clear and regular records to track and then plan for their next step in learning
- Learning plans to be updated by teachers every term which are then shared at Parents' evenings.
- Provide targeted interventions where appropriate
- Ensure that effective assessment systems and interventions are implemented as early as possible in conjunction with other agencies.

### **Identifying Special Needs**

In line with the 2014 Special needs Code of Practice a pupil has Special Educational Needs if: 'they have significantly greater difficulty learning than the majority of children of the same age' or 'have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school' The identification of need may fall into one of four broad areas.

### **Cognition and learning**

Children may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. We offer support through high quality differentiated learning, multi- sensory activities and, where appropriate, tailored interventions.

## **Communication and Interaction**

Children may find it harder to make sense of the world. They may find social interaction or speech more difficult. We work closely with Speech and Language Therapists from Dorset and Hampshire.

## **Social Emotional and Mental Health**

For children who require support in their social and emotional development we have an inclusive ethos in school. We use our full time ELSA and THRIVE Practitioner to support children and work alongside agencies such as Behaviour Support Service.

## **Sensory and Physical Needs**

For children who have sensory or physical needs we work closely with parents and health teams to tailor their support in school. We make the classroom accessible and provide suitable furniture and resources to support their needs.

## **The Graduated Approach**

At Bransgore CE Primary School we aim to identify and react to children's needs as early as possible in order to break down the barriers to learning and make provision to support all our children. The teachers, in collaboration with the SENCO, are responsible for identifying children with SEND and for monitoring their progress. In the first instance the class teacher will identify a barrier to learning and plan steps within the parameters of a lesson to support the child. After monitoring and assessment if this has not enabled the child to make the required progress the child will progress on to Early Intervention strategies.

## **Early intervention**

This is where a child is not making expected progress within a class where the curriculum is differentiated and has high quality teaching. Inclusive strategies will be planned for and resources specifically targeted. Some small group 'catch up' interventions may take place

## **Enhanced Provision**

Where a child, despite the strategies put in place at Early Intervention, still does not make expected progress there may well be an underlying reason to investigate. There will be a meeting with the parents, class teacher and SENCO to explore these reasons. The SENCO may carry out assessments or call on outside agencies for further support. If the school decides, in consultation with parents, that the child requires additional support in order to meet expected progress the child will be placed on the SEND Register.

## **Reviewing SEND**

Termly meetings (additional time to meet can be arranged where necessary) with class teacher and SENCO are held in order to plan and review the progress of SEND children. We will evaluate the success of our provision in terms of the individual successes of each pupil with special educational needs.

The child should:

- Make measurable progress
- Increase in confidence and independence
- Enjoy learning
- Participate in setting his/her own learning targets

## **Roles and Responsibilities**

1. The allocated SEND Governor (Mrs Sarah Hogg) will:

- Be responsible for checking that the school complies with regulations regarding SEND
- Liaise with the SENCO to create a link with the Governing body
- Have an understanding of how the school manages SEND
  
- Help to raise awareness SEN issues at governing board meetings

The 2014 Code of Practice clearly outlines the importance of the role of the class teacher.

2. The class teacher will:

- Enable all pupils to access a broad curriculum regardless of their ability
- Provide high quality, differentiated teaching
- Set and review targets for pupils with SEND
- Recognise that a variety of needs can be met by flexible, responsive and matched provision
- Identify, plan for and monitor children with SEND and work closely with any teaching assistance and specialist staff to plan and assess the impact of support and interventions
- Write and review learning plans and Asses, Plan, Do, Review reports
- Work alongside the SENDCO and parents to write EHCPs
- Work with the SENDCO to drive forward the best strategies for progress

### **The SENDCO will:**

- Oversee the day to day running of all SEND matters
- Work alongside teachers, the child, parents and outside agencies to assess, plan, implement and review the programmes and progress of children with SEND
- Work closely with teachers to provide support and advice (advise on the Graduated Approach)
- Gather evidence and ensure all records are up to date and that relevant support is in place for all SEND children
- Monitor the long term progress of children with SEND
- Contribute to INSET of staff
- Ensure all ECHPs are reviewed annually
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and smooth transition is planned
- Work with the head and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

### **The Head Teacher will:**

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners of SEND

## **Admission Arrangements**

The Admissions policy for the school, accepts all children in the catchment area regardless of ability. The second criteria for application in the policy is for children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends the preferred school rather than any other. (Appropriate medical or psychological evidence must be provided in support must be provided at the time of application.) In

addition, pupils with an Education and Health Care Plan may choose to name the school in the final statement, however we recommend that carers only choose to name the school once they have visited and had a meeting with the Headteacher and SENCO.

For all other children, on entry any identified Special Educational Need will be discussed fully with the parents. Initial Foundation Stage Profile assessments from pre-school settings will provide information on each pupil on entry. Although the school does not have specialised provision for children with SEND and the buildings are on one level and a toilet for disabled children has been provided. The school has accessibility plan has further information in this regard.

All records will be stored until the child reaches 25 years of age.

This policy has been updated to be in line with the Code of Practice 2014.

Signed: Headteacher: .....

Chair of Governors: ..... Date: .....