



# SEND POLICY

Approved by:	Governing Body	Date: Autumn 2023
Last reviewed on:	September 2023	
Next review due by:	September 2024	

## **Our Vision**

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

## **Special Educational Needs Rationale**

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils all staff at Brierley C.E. (VC) Primary School aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups

Staff at Brierley C.E. (VC) Primary School value pupils of different abilities and support inclusion.

Staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs and Disabilities (SEND) will be part of this process.

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

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. 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.

At Brierley CE (VC) Primary School we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

The SEND Co-ordinator is Mrs S Gough

The SEND Governors are Mrs Cartwright and Mrs S Gough

## **Objectives**

The progress of all pupils will be continually monitored to identify needs as they arise; needs will be identified and support provided as early as possible in children's time with us.

Full access to the curriculum will be provided through differentiated tasks / support planned for by class teachers, SENCO, and support staff as appropriate.

Specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for those pupils registered as having SEND.

Progress of pupils with SEND will be reviewed termly to provide the most effective and relevant learning provision. Annual reviews for children with an EHCP will take place each year or 6 months if required.

The Provision Map forms the basis for all SEND action. The SENCO will meet with each class teacher termly to discuss and review the Provision Map.

All members of the school community will perceive pupils with SEND positively.

SEND provision is positively valued and accessed by staff and parents.

We will be able to meet the needs of as wide a range as possible of children who live in our catchment area.

Children will 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.

Parents/carers will be fully involved at every stage in plans to meet their child's special educational needs - children themselves will be involved, wherever possible, in planning.

## **Special Educational Needs – What does it mean?**

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. About 1 in 5 children will have difficulties at school at some time and will require extra support to help their learning.

Children with special educational needs or disabilities (SEND) may have difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Organising themselves
- Sight, speech, hearing or a physical need which may affect them in school.

Within the Code of Practice, there are 4 broad categories of SEND:

- **Communication and Interaction:** children with speech, language and communication needs, including those with an Autistic Spectrum Disorder.
- **Cognition and Learning:** children with moderate, severe or profound and multiple learning difficulties
- **Social, emotional and mental health difficulties:** this includes children who show withdrawn or challenging behaviours for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.

- **Sensory and/or physical needs:** this includes children with a visual impairment, hearing impairment, multi-sensory impairment or a physical disability.

### **Arrangements for coordinating SEND provision**

The SENCO, Mrs Gough will meet with staff and parents to discuss and review SEND concerns at a School SEND support level. Mrs Gough is also our school SEND governor, who is assigned to review, monitor Special Educational Needs provision.

The SENCO will be alerted to newly arising concerns through informal meetings and pupil progress meetings.

The SENCO monitors planning for SEND and is able to support class teachers and teaching assistants with their planning. Targets arising from APDR (assess, plan, do review) meetings and reviews will be used to support planning for children at School SEND support level.

Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Additional SEND support, arranged through our SENCO, will access specific advice from the relevant specialists eg SCI, CAMHs, Educational Psychology Service and SALT (Speech and Language Therapy).

### **Admission Arrangements**

Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs, unless an Education, Health and Care Plan (EHCP) is in place.

Where children have attended Nursery prior to starting school, there will be close liaison between the SENCO and the Nursery Teacher to ensure continuity of provision.

In the Foundation Stage; children identified, prior to joining our school as having SEND will be closely monitored ensuring effective transition into full-time learning.

Prior to starting school, parents/carers of children with an EHC Plan will be invited to discuss the provision that can be made to meet their identified needs.

### **Special Facilities and Access Arrangements**

Brierley CE (VC) Primary School is at present housed in one building, with a dedicated Foundation Stage and a small 'pod' used to support sensory and other needs.

Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. Our Personal, Social and Health programme helps children be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.

Additional support for pupils is provided by TA's within classrooms. Additional individual help is also timetabled for children with a specific learning need.

Resources for SEND are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children as appropriate. A regular audit of resources is completed by the SENCO and approved by head teacher. Development needs are incorporated into the School Improvement Plan. Specialist SEND resources are available in school. Spelling and word resources are kept in classrooms and are available for all to use.

Specialist resources are accessed for children with EHC Plans through submission to LA via the EHC Hub after specialist / Agency / Health Authority advice has been sought. Training and non-contact time for SENCO are allocated from the school budgets.

The School Access Plan works in conjunction with the SEND policy. This outlines the access arrangements for all pupils but specifically acknowledges our SEND strategy.

### **Identification and Assessment Arrangements and Review Procedures**

Children are identified as having SEND through the following criteria:

#### **On entry to school at any time**

They have an EP (Educational Psychologist) or other recognised agency assessed learning difficulty.

If there is an EHC Plan in place.

If previously registered at any stage of the Code of Practice (2014) by another school or authority.

#### **At any time**

If parents/carers have a concern about their child and this is supported by the class teacher.

If the class teacher has a concern which, after discussion, the SENCO supports.

If they need an individually adapted behaviour plan in order to access the curriculum.

If there is a substantial discrepancy between the pupil's attainment and their capability. If parents / teachers identify a physical, emotional or mental health need.

Children will be registered as having SEND after discussion with the class teacher during pupil progress meetings and after discussion arising from the SEND concerns form. The class teacher will involve Parents/carers at this stage to ensure they are in agreement with their child being registered and receiving additional support. Each child will have a one page pupil profile which is used to inform any new members of staff or supply staff about the child so that they can be supported in the correct way.

Children registered at School SEND support or higher will be monitored by all those involved with the child, and will be reviewed at least termly through APDR meetings and reviews. Parents/carers will be invited to discuss and agree all new APDR paperwork. Children with an EHCP will also have an annual review to which all those working with the child will be invited and asked to contribute reports.

Reviews and assessments made by parents/carers, partner schools, social services, health authorities etc will be used to inform the review process. The Early Help Assessment (EHA), may be also be used to support this procedure.

All children will be working towards agreed targets and these will form the main focus of each review. Monitoring of these targets and planning will provide the evidence to agree movement between stages of the Code of Practice (2015). Parents/carers will be informed if any changes to the stage of registration are made.

### **Education, Health and Care assessment**

A request for an Education, Health and Care assessment is made to the local authority via the EHC hub. The local authority has 6 weeks to decide if the assessment should go ahead. If it decides to progress the assessment, information is gathered from the parents, school and other professionals involved with the child. Once the information has been collected, the decision is made whether or not to draft a Education, Health and Care Plan. The draft plan is then agreed. The whole process has to be completed within 20 weeks.

An Education, Health and Care Plan is only issued where there is a high level of need. The plan will state what range of support is appropriate.

### **Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum**

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. Each policy has a SEND statement detailing access to that curriculum area for pupils with SEND.

Long term planning through topic structures are in place and areas of the curriculum are planned throughout the school to include continuous and blocked units of work. From this class teachers plan a medium-term plan which details learning outcomes for all pupils. Weekly and daily planning identifies individual learning targets which are matched to the needs of each child including those with SEND. Target sheets for children with APDR run alongside whole class and group planning.

Differentiation takes a variety of forms within teacher planning. Curriculum learning goals 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.

Targeted TA support is planned to support the child in accessing literacy and numeracy and through the rest of the curriculum. Special Needs which are not literacy or numeracy related are catered for through differentiation and the use of SEND resources in the classroom.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources.

### **The School's Arrangements for SEND In-Service Training**

The SENCO attends relevant SEN briefings and collaborations meetings to update and revise developments in Special Needs Education.

SEND is targeted each year through the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house SEND training is provided through staff meetings and INSET by the SENCO and Head Teacher.

All staff have access to professional development opportunities and are able to apply for SEND training where a need is identified.

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 at the termly planning meeting.

Professionals from Inclusion services visit to provide advice, share resources and provide in-service training when necessary. A report is written following a visit which is shared with teachers and parents. Specialist teaching is requested where we do not have the necessary in-house expertise - for example, in relation to children with autistic-spectrum disorders, sensory impairment or severe emotional and mental health difficulties.

Teachers from the Sensory Impairment Team will work in school to support children where this is indicated on their EHCP.

The Speech and Language Therapist (SLT) will work in school to support children where this is indicated on their EHCP. Where it is not indicated on an EHCP, the SLT will provide advice and may send a programme of work to be followed in school.

The SENCO liaises frequently with a number of other outside agencies, for example:

- . Social Services
- . Education Welfare Service
- . School Nurse
- . Community Paediatrician
- . Speech Therapy.
- . Physiotherapy
- . Occupational Therapy.

Permission must be gained from parents before any outside agency can become involved.

### **Arrangements for partnership with parents/carers**

Staff and parents/carers will work together to support pupils with SEND.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made for the class teacher to meet all parents whose children are being registered as having SEND. The SENCO will be invited to this meeting if either the class teacher or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed, that where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

APDR targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All APDR will be copied and sent to parents after meetings.

Parent / Pupil / Teacher consultations 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 on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

### **Supporting pupils at school with medical conditions**

Brierley CE Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. 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. (see Medical Needs Policy).

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

Early years staff will respond to SEND concerns made available to them from nursery or day care units. They will also take note of the parents' views and any referrals from health or social service sources. They will make the SENCO aware of this meeting and where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools should receive information from the previous school; if there is a SEND issue the SENCO will telephone to further discuss the child's needs. Children transferring from Brierley CE (VC) Primary School to new schools will have a Special Needs file which gives details of SEND and provision. The SENCO will discuss these children with other schools on request eg secondary school SENCOs invited to annual review / transition meetings, transition visits, early transition visits and accompanied visits with the individual.

### **Links with Health and Social Services, Educational 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 SENCO, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed. SENCO will discuss concerns with head teacher and decide on future action.

There are many voluntary organisations supporting SEND. The LA maintains an up to date list. Parents will be given details of these groups on request or as appropriate. Information sent from organisations will be made available to parents.

### **Evaluating the Success of the School's SEND Policy**

The SENCO will provide information to the governing body as to the number of pupils identified as having SEND at each stage, three times a year in the Autumn, Spring and Summer term. The number of pupils transferring to or from each stage will be noted.



SEND is an agenda item at all full governors' meetings (via head's report).

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place on a regular basis within each key stage. Percentage targets are set for children to achieve national expectations at the end of key stages 1 and 2. As part of our monitoring of vulnerable groups, the progress of pupils receiving SEND support and with an EHCP is monitored separately and discussed during staff meetings at the end of each half term. Expected points progress is analysed and evaluated at the end of each year group.

Date reviewed: June 2023