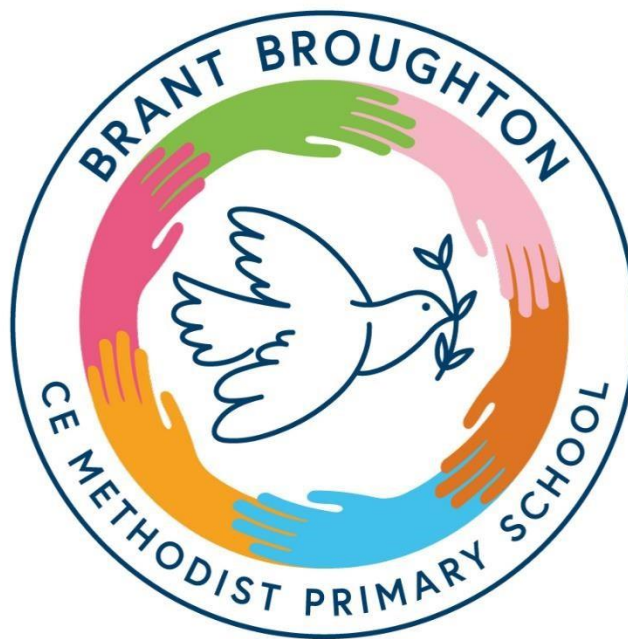


Brant Broughton Church of England & Methodist Primary School



Policy and Information Report For Special Educational Needs & Disabilities (SEND)

February 2022

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Part 3 of the Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Teachers' Standards (2012)

Beliefs and Values.

At Brant Broughton Primary School we believe that each pupil has individual and unique needs. However, some pupils may require more support than others. We acknowledge that a significant proportion of pupils will have special educational needs and/or a disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Every teacher is a teacher of every child, including those with SEND. We believe all pupils deserve an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs in which to thrive. We believe that every child, including those with SEND, encompassed in our Vision:

With the world as our parish, we evolve as a family so that children and adults flourish. Through a Christian lens, we all develop the skills, knowledge, hope, compassion and aspiration to be active in our local and global communities, celebrating, exploring and living life in all its fullness.

The children and adults in school demonstrate our inclusivity with 'All believe, All achieve, All create, All a family', and articulate the 'all-ness' of our school with reference to people with differing needs.

Aims and Objectives.

At Brant Broughton we aim to raise the aspirations of and expectations for all pupils with SEND by providing all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- To work within the guidance provided by the SEND Code of Practice 2014 in order to identify and provide for pupils who have special educational needs and disabilities
- To provide a SENCO who will work with the SEN policy in practice to operate a 'whole pupil, whole school' approach to SEND
- Enable every pupil to experience success and achieve their best
- Promote individual confidence and a positive attitude
- Ensure that all pupils whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Provide support and advice for all staff working with pupils with special educational needs
- Give pupils with SEND equal opportunities to take part in all aspects of school life, as far as is appropriate
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them
- Implement the 'Assess - plan - do - review' cycle to monitor pupils' progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development

- Work collaboratively with parents, other professional and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

Relationship to other Policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, behaviour management, recording and reporting. The accessibility plan is an integral part of this policy. All policies can be found on the school website.

Definition of Special Educational Needs

For the purpose of this policy, and with regard to the SEND Code of Practice 2014, we use the following definition of SEN:

A child has special educational needs if he or she does not make adequate progress despite receiving intervention and good quality personalised teaching.

For example, if he or she: -

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which either prevents or hinders the child from making use of the education facilities of a kind provided for children of the same age in mainstream schools.

Pupils with special educational needs and/or disabilities can fall into one or more of the following categories:-

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

While the four categories broadly identify aspects of primary areas of need for children, we at Brant Broughton Primary School identify the needs of pupils by considering the whole child, not just their special educational needs.

Other factors which may affect progress and attainment but which do not alone constitute special educational needs are

- Persistent disruptive or withdrawn behaviours
- Attendance and punctuality
- Physical disability (the Code of Practice outlines 'reasonable adjustment' duty for all settings provided under current disability equality legislation.)
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of a serviceman / woman

The staff at Brant Broughton Primary School will also be alert to other events such as bereavement or bullying, which may not lead to a SEN but may have an impact on progress, attainment and well-being.

A Graduated Approach to SEN Support

Early Identification

Every effort is made to identify children with SEND early in order for the appropriate level of support and intervention to be given. Identification is made through on-going teacher assessments of pupil progress in all areas of their development. Initial concerns may also become apparent through the ongoing partnership with parents and the daily engagement with the pupil. Where appropriate, assessment data is used to measure the progress of pupils in reading, writing and mathematics. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Once identified the school follows the graduated approach to meeting pupil needs as set out in the Code of Practice. A provision map is in place which identifies the support available within school. Intervention is provided dependent of the level and type of need. **See the Brant Broughton SEND local offer.**

School support

The class teacher is responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialised staff. High quality teaching involving the implementation of differentiated tasks and resources is both the first step and ongoing support for children who have or may have SEN. Quality of teaching for all pupils is regularly and carefully reviewed through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

School support involves the child and parents in the identification of strengths and difficulties, the agreed outcomes sought for the child and the next steps. This involves the setting of targets which are specific, realistic and measurable and gathering of evidence of the child's attainment and progress. This can also include progress in other areas involving a wider development of social needs or independence skills in order to make a successful transition to secondary school and into adult life. Pupil profiles are kept for each child by the class teacher and in a central SEND file along with records of action taken and outcomes of assessments. The SENCO is consulted for advice and manages the following process.

Assess – Plan – Do – Review cycle.

This process recognises that there is a continuum of need matched by a continuum of support. This response is seen as action which is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

Assess:

The class teacher and SENCO will carry out a clear analysis of the pupil's needs drawing on assessment and experience of the pupil, previous progress and attainment and the views and experiences of the pupil and parents.

This is through formal data collection using our Educater online tracking:

- Guided reading
- Unaided writing
- Phonic and spelling assessments
- Half termly maths tests □ Outside agency assessments This could be informal through:
- Observations over time

- Anecdotal evidence and discussion
- Outside agency observations

Plan:

Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher and the SENCO will agree in consultation with the parent and pupil, the intervention and support that will enable progress towards the desired outcomes.

Smart targets are created and recorded on an Individual Education Plan using this information. These will relate to the pupil's areas of strength and difficulty and may refer to National Curriculum stages, PIVATs (P Scale – pre-national curriculum) etc. A high level of consistency is strived for between home and school support.

Academic targets could include:

- Speaking (pronunciation, understanding and using vocabulary)
- Listening (understanding and following instructions)
- Reading (decoding, comprehension, inference)
- Writing (sentence construction, punctuation, use of vocabulary)
- Maths (number recognition, counting, basic number facts)
- Interacting and working with others (working in groups)
- Independence and Organisation (gathering information, working with limited adult support)
- Attention (focusing on a task)

Do:

The class teacher is responsible for working with the child on a daily basis and will work closely with the SENCO, other teaching staff or specialist teachers.

Different ways of working are employed to help the pupil achieve their targets. This could include:

- In class support – High quality teaching addressing a variety of learning styles and presentation. Differentiated learning tasks and resources. Adjustments to recording methods for pupils with SEN. Additional adults to support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, useful in developing working relationships and modelling skills.
- 1:1 support – may be withdrawn support or in class. 1:1 may be used for more individualised targets, reading, spelling, skills acquisition etc.
- Agency support – usually done on 1:1 basis or with a small group lead by a specialist in the field
- In any of the situations above, children may use laptops, coloured overlays, visual timetables, larger fonts or by giving longer processing times, pre-teaching concepts or key vocabulary or reading instructions aloud

Children may require outside agency involvement due to the specific area of concern that has been identified. A referral process is in place for each agency and requires parental permission to action this. Children who consistently make little or no progress despite individual programmes of work will be supported at this level and will receive regular termly reviews with parents, the SENCO and wherever possible the specialist teacher. The appropriate external support agencies are contacted for their expertise and advice in further developing the child's Pupil Profile targets. In some cases they may send representatives to work with individual children or give advice and support to parents.

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. The impact of the support will be analysed and evaluated

and used to revise the next steps towards the desired outcomes, thus informing the updated Individual Education Plan

Targets will be reviewed every term with the SENDCo and teacher or TA. Parents will be invited in for reviews up to 3 times a year but are welcome to contact the class teacher at any time. The reviews will evaluate:

- Progress against the targets
- Which strategies were successful and which were not successful
- Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?

Where a pupil has an Education and Health Care plan (formerly a statement), the local authority in cooperation with the school, must review that plan every twelve months.

Managing Pupils Needs on The SEND Register

Children who have learning needs which meet the criteria of special educational needs will be placed on the SEND register. This will be in full consultation with the parents. Each child will have a SEND file which is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils may be involved in reviewing progress and setting new outcomes. The SENDCo and classteacher are responsible for maintaining and updating IEPs and for evidencing progress in relation to the plan. The SENCO monitors all records provided by class teachers to ensure consistency and quality across the school's SEND provision.

Where it is felt that children are making good progress which is sustainable then they may be taken off the SEND register. If it is agreed by all who are involved with the child and the child concerned, all records will be kept until the child leaves the school. Information will then be passed onto the next setting. The pupil will continue to be monitored through the school's monitoring procedures.

Education and Health Care Plans (formerly a statement of SEN)

The purpose of an EHC plan is to make effective provision to meet the special educational needs of a child and secure the best possible outcomes for them across education, health and social care and into adult life. The plan will:

- establish and record the views of the pupil and parents
- provide a full description of the special educational needs and health and social care needs of the child
- establish outcomes across education, health and social care
- specify the provision required and how the services will work together to meet the needs of the child.

The majority of children with SEN or disabilities will have their needs met through school support. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC assessment may indicate further ways in which the school can support the child's needs without an EHC plan.

Parents and Carers

Parents are involved at every opportunity from early identification of special needs throughout the process. Regular termly review meetings are held with parents, teachers, support staff and pupils to discuss and agree progress made and set further targets for achievement.

Parents may seek advice from teachers about their children's needs and difficulties just before or at the end of the working day. Further concerns may be raised with the SENCO when a suitable appointment has been made.

Support Agencies/Schools

A comprehensive directory of support services is available on the school website under 'local offer'. Alternatively, the county directory can be accessed via www.lincolnshire.gov.uk/SENDlocaloffer.

Roles and responsibilities of headteacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making and reviewing provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school. The Governing Body has designated **Mrs Judith Burnett** as SEND Governor.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- Have overall responsibility for the provision and progress of learners with SEND and/or disability in school

The **SEND Governor** will ensure that:

- help raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision within the school

The governors of Brant Broughton Primary School have appointed **Mrs Rachael Simeoli** as SENCO with responsibility for coordinating the provision of education for pupils with Special Educational needs. The **special educational needs co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy (with the support of the head teacher and governing body)
- provide professional guidance in the area of SEN
- supporting, guiding and motivating colleagues to ensure SEN provision is an integral part of their daily, high-quality teaching
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff

- supporting staff to identify pupils with SEND
- arranging assessments and observations of pupils with specific learning need
- co-ordinating the provision for pupils with SEND receiving school support
- overseeing the provision for pupils with SEND
- supporting class teachers in devising strategies, producing Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information,
- contributing to the in-service training of staff
- managing teaching assistants with specific responsibility for SEND
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- co-ordinating the in-class provision for pupils with SEND
- working closely with teaching assistants to support pupils with SEND
- giving feedback to parents of pupils with SEND
- developing, writing and implementing Pupil Profiles with the support of the SENCO
- ensure they follow this SEND policy

Teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Staff Training

ALL pupils have access to a broadly based and balanced curriculum and regular INSET is held to update staff on issues and initiatives.

Inclusion

SEND children are included wherever possible in all activities within the school. The needs of all pupils will be considered when planning curricular and extra-curricular opportunities (i.e. clubs and educational visits) to ensure that all pupils can be included irrespective of need and that there are no barriers to every child achieving.

Transition

At Brant Broughton we make every effort to pass on information and communicate the needs of pupils with SEND to receiving schools i.e. secondary feeder schools to ensure continuity of provision and make the transfer of children to new schools smooth and successful. This is done through thorough liaison reviews and exchange of records. The school will support pupils who need additional elements included in their transition programmes i.e. through extra visits or contacts.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions when reviewing IEPs
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Inclusion

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to [Derbyshire](#)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where necessary, additional adults who currently work with individual pupils attend trips (including residential) to provide additional support. Pupils with additional needs are considered when writing risk assessments for trips.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN have the same opportunity to be part of the Pupil Council/Kindness Crew/Play Leaders

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

- School seeks external support from the Specialist Teaching Team, Visual/Hearing Impairment Service Service, Think2Speak (counselling service), Pupil Reintegration Team, TAC/Early Help Consultants, St Francis Special School and Healthy Minds.

Resources

A proportion of the school budget, including staff development (CPD) funding, will be set aside for SEND resources each year. The use and amount of this money will be carefully monitored on an annual basis by the governors' finance committee. The SEND budget will be used to purchase suitable teaching resources including teaching equipment, teaching assistant support and other specialist external staff i.e. STT.

The school does not have any specialist SEND provision or designation although the school is fully accessible, if required, for pupils with physical needs.

Complaints

The school has a comprehensive complaints procedure in place should pupils or parents/carers be unhappy with any aspect of SEND provision. In the event of a formal complaint parents are advised to contact the headteacher or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

Information Report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Moderate and multiple learning difficulties

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Head teacher and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEN policy
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the school Development plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to update pupil profiles and targets, revise provision and celebrate success.

This policy will be reviewed annually.

Signed:

Date:

Brant Broughton Church of England and Methodist Primary School Special

Educational Needs & Disabilities

SEND Provision Map

Brant Broughton Primary School

APPENDIX 1

Area of Need	All pupils Wave 1 <i>Learning programmes are reflected in <u>class teacher's planning</u></i>	Wave 2 (Catch up) <i>Learning programmes are reflected in <u>class teacher's planning</u></i>	Specific targeted approaches	
			Wave 3 (Action) <i>Learning programmes are reflected in <u>IEP targets and strategies as well as class teacher's planning</u></i>	Wave 3 (Action Plus) <i>Learning programmes are reflected in <u>IEP targets and strategies as well as class teacher's planning</u></i>
Cognition and Learning	Differentiated curriculum - planning, activities, delivery and outcome General teaching assistant in class support Increased visual aids / modelling etc Visual timetables Illustrated dictionaries ACE dictionaries Use of writing frames Access to ICT i.e. word processor, camera, talking tin Phonics programme Booster groups (Y2 and Y6 only) Word level focussed teaching (KS2)	Additional high frequency word games Multi-sensory spelling practice groups Phonics Intervention 1 to 1 Tuition (Y6 only) Assertive Mentoring strategies in Maths Big Writing guided writing groups Easy Read System	Individual class based learning programme of intervention supported by a general teaching assistant i.e. paired reading, spelling programmes Access to additional individual reading	Personalised learning programme of both in class and out of class support Intensive programme of intervention i.e. Beat Dyslexia, Toe by Toe, paired reading, additional individual reading/spelling, precision teaching, supported by a teaching assistant (3/4 x weekly) External agency involvement to observe, assess, provide advice and/or support e.g. STAPS

Communication and Interaction	Differentiated curriculum - planning, activities, delivery and outcome i.e. simplified language	In class support with focus on supporting speech and language – SALT clinic based pupils	Individual class based learning programme Speech and Language support – programme designed by SALT	Personalised learning programme of both in class and out of class support
Area of Need	All pupils Wave 1 <i>Learning programmes are reflected in <u>class teacher's planning</u></i>	Wave 2 (Catch up) <i>Learning programmes are reflected in <u>class teacher's planning</u></i>	Specific targeted approaches	
			Wave 3 (Action) <i>Learning programmes are reflected in <u>IEP targets and strategies as well as class teacher's planning</u></i>	Wave 3 (Action Plus) <i>Learning programmes are reflected in <u>IEP targets and strategies as well as class teacher's planning</u></i>
	Increased visual aids / modelling etc Visual timetables Use of symbols/picture cards Structured school and class routines Phonics programme	Talking Time	but implemented by a general teaching assistant Overview and general advice from Autism Outreach Team Makaton PECs Visual cue cards Personalised visual timetable Social stories Socially Speaking	External agency involvement i.e. SALT, STAPS to observe, assess, provide advice and/or support Specific advice from Autism Outreach ELKAN – speech and language transition programme
Emotional, Behavioural and Social	Whole school Behaviour Management Policy Whole school & class rules Reward system – Values Points, Sanction system (pegs) Circle Time (PSHE inc SEAL) Peer Mediation School Council Talking Partners	Small group Circle Time Social Skills group training Confidence Group training	Individual class based learning programme Individual counselling Individual reward/sanction system (additional to the whole school system in place) Home/school record or diary Peer mentoring Social stories	Personalised learning programme of both in class and out of class support External agency involvement i.e. TLC, STAPS to observe, assess, provide advice and/or support Possible involvement of Child and Mental Health Services (CAMHS) Pastoral Support Plan/BOSS
Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes/angle boards Pencil grips	Keyboard skills training group (2-Type) Additional handwriting practice Write Start	Individual class based learning programme Individual support in class during PE and lunch time Access to PC/laptop	Personalised learning programme of both in class and out of class support

Area of Need	All pupils Wave 1 <i>Learning programmes are reflected in <u>class teacher's planning</u></i>	Wave 2 (Catch up) <i>Learning programmes are reflected in <u>class teacher's planning</u></i>	Specific targeted approaches	
			Wave 3 (Action) <i>Learning programmes are reflected in <u>IEP targets and strategies as well as class teacher's planning</u></i>	Wave 3 (Action Plus) <i>Learning programmes are reflected in <u>IEP targets and strategies as well as class teacher's planning</u></i>
				External agency involvement i.e. SIS, Physiotherapy, Occupational Therapy, Community Paediatrician to observe, assess, provide advice and/or support Physiotherapy/OT programmes supported by a qualified teaching assistant

In this model, the school has chosen to show Wave 3 in two areas: interventions for pupils at School Action and interventions at School Action Plus. This reflects the graduated response approach of the Special Educational Needs Code of Practice.

STT: Specialist Teaching Team

SIS: Sensory Impaired Service

SALT: Speech and Language Therapy Service

BOSS: Behavioural Outreach Support Service