

# Brougham Primary School



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

2020

Name of SENCO: Sarah Greenan

Lead Practitioner for SEND and wellbeing: Caroline Tyerman

Tel: 01429 273663

National Award for SEN Co-ordination: Completed 2016 Omskirk University

## **Principles**

- We actively seek to include children from all cultures and backgrounds, including disabled children and those with special educational needs, in accordance with our Single Equality Scheme, Race and Equality Policy and Behaviour Policy.
- Children with special educational needs have the right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2014 and The Special Educational Needs Personal Budgets Regulations.
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability.
- All pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy, nurturing environment.
- The feelings and opinions of children are important and valued.
- Parents/carers have a vital role in supporting their child's learning.
- All of the teaching staff at Brougham Primary School teach every child in school, including those with SEN and are accountable and responsible for their progress and enjoyment.

## **Aims**

- The staff and governors at Brougham Primary School support a whole school approach to Special Educational Needs. We work together as a team, collaborating and coordinating all that we do for the benefit of all children.
- We believe in a fully inclusive approach
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register
- Through using guidance, nurture, support and challenge we will enable all children to fulfil and reach their potential

## **Objectives**

- To identify and provide for pupils with special educational needs and additional needs ( in consultation of parents, teachers, the SENCo and outside specialists where appropriate)
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- To provide a SENCo who will work within the SEN inclusion policy
- To provide support and advice for all staff working with special educational needs pupils
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the whole curriculum for all pupils

### Identifying Special Educational Needs

The definition of Special Educational Needs taken from The Special Educational Needs Code of Practice 0-25 years is:

- *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others the same age*  
*Or*
- *Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions*

Section 6.25-6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or Physical needs**

As such, all children who require School Support **must** be registered under one of these categories. In addition we will monitor those children who we feel have an Additional Need but do not meet the threshold for School Support.

## Graduated Approach to SEN Support

### **Phase 1**

Stage	Person Responsible
1. Staff to initially highlight concerns to Team Leader and SENCO / Lead Practitioner, who will then offer immediate advice and support that can be put into place in the classroom as part of differentiation.	SLT ( Incl SENCo / Lead Practitioner) Team Leader Class Teacher
2. Identifying what the barriers to learning is, discuss strategies for <b>Quality First Teaching</b> to put in place to accelerate progress	SLT ( Incl SENCo / Lead Practitioner) Team Leader Class Teacher
3. Identify those children who are still not making progress, despite quality first teaching strategies being applied discuss appropriate <b>Wave II</b> intervention, with specific targets and objectives. Monitor the impact of this intervention	Team Leader Class Teacher SENCo / Lead Practitioner
4. If after effective <b>Wave II</b> intervention has been used and children are still not making progress access external drop in sessions to seek advice (e.g. SALT and Educational Psychologist). At this stage a referral could be made to the Learning Support Teacher (LSA) Advice from such external agencies will then be put into action and the process will begin again from box 2.	Team Leader Class Teacher SENCo / Lead Practitioner Learning Support Teacher Informal drop ins with external agencies
5. Class teacher, team leader and SENCo / Lead Practitioner to continue to monitor progress. If child is still struggling to make progress concerns SENCo / Lead Practitioner must be informed.  At this stage the ASSESS- PLAN-DO- REVIEW process is initiated and the child will (with agreement from parents) be registered for School Support.	Team Leader Class Teacher SENCo / Lead Practitioner

## Phase 2

<b>ASSESS – PLAN- DO- REVIEW PROCESS</b>	
STAGE	PERSON RESPONSIBLE
<p><b>ASSESS</b></p> <ul style="list-style-type: none"> <li>-Teacher’s assessments and experiences of the pupil</li> <li>- Pupil progress attainment and behaviour</li> <li>- The individual development in comparison to their peers</li> <li>-The views and experiences of parents/carers</li> <li>-Advice and support from external support agencies ( as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Team Leader</li> <li>Class Teacher</li> <li>SENCo / Lead Practitioner</li> <li>Learning Support Teacher</li> <li>Parents/Carers</li> <li>Pupils</li> </ul>
<p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>-Teacher to plan highly differentiated lessons in conjunction and support with the SENCo / Lead Practitioner. (What changes will we make to Quality First Teaching to ensure the child’s needs are catered for in the classroom, this may include resourcing?)</li> <li>-All staff working with the child to be made aware of the individual needs (shared IEPs and Focused discussions)</li> <li>-The plan for targeted provision will be discussed with the parents, the child and the class teacher. Once this has been decided class teachers retain the responsibility for the child even when the child is undertaking targeted provision away from the classroom and supported by another adult (this provision must be connected to the whole class learning and the teacher must be fully aware of the activities and delivery of the provision so that they can incorporate the progress the child has made in such additional intervention into whole class activities when the return)</li> <li>-Training to be put in place where appropriate</li> <li>-Timetabled target intervention which is monitored regularly</li> <li>-Class teachers to provide planning time to support staff in implementing interventions</li> <li>-Teachers to take responsibility for monitoring the progress and on-going dialogue with parents</li> <li>-Clear objectives to be explained to the child to impact on clear and expected outcomes-Additional provision that cannot be catered for by Brougham Primary School will be considered if recommendations from outside agencies indicate this.</li> </ul>	
<p><b>DO</b></p> <ul style="list-style-type: none"> <li>-The class teacher to be at the centre of the day-to-day responsibility for working with all pupils including those identified with SEN</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Support Staff</li> <li>SENCo / Lead Practitioner</li> <li>Parents/Carers</li> </ul>

<p>-Teachers to have access to joint planning time with SENCo / Lead Practitioner and support staff where appropriate</p> <p>-Intervention to be completed and recorded effectively so that teacher can have access to all work carried out and can therefore inform judgements made on progress made.</p> <p>-On-going assessment of pupils with SEN is the responsibility of the class teacher and feedback to the SENCo / Lead Practitioner should occur when issues begin to emerge, it is not necessary to wait until review meetings</p>	<p>Pupils</p>
<p><b>REVIEW</b></p> <p>-Termly review meetings will be held to help track the progress of SEN pupils to assess if the child has achieved the target set during the plan stage. Discussions may include:</p> <ul style="list-style-type: none"> <li>-Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assess work, use of assessment, standardised tests.</li> <li>-If the child is on track to meet their end of year target</li> <li>-is there an improvement in their former rate of progress?</li> <li>-Has there been a generalisation of skills developed during intervention which have been transferred back into the classroom?</li> <li>-Responses of pupils and parents should also be considered.</li> </ul> <p>Interventions will also be reviewed by the class teacher which will reflect on the effectiveness of that provision. This information will inform future interventions for that child and the SENCO / Lead Practitioner will analyse this information.</p> <p>If as part of the review of the cycle it is felt that this cycle is still not achieving the desired outcomes for the child despite all of the above actions being completed thoroughly, an EHC plan will be considered. If this is successfully applied for then:</p>	<p>Class Teacher  Support Staff  Learning Support Teacher  SENCo / Lead Practitioner  Parents/Carers  Pupils</p>

<p><u>Children with One-Plans (ECH- Education Health and Care)</u></p> <p>-All adults working with the child that has a One-Plan must read the plan and be familiar with the content</p> <p>-A clear range of strategies and approaches to support class differentiation are implemented</p> <p>-Teachers must monitor progress towards meeting agreed outcomes regularly, adjust planning where needed</p> <p>- SENCo / Lead Practitioner to monitor progress termly with relevant staff, parents and pupils.</p>	
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Training and Resourcing:

A notional sum is set by the Local Authority for Brougham Primary School. This sum is allocated for and is ring fenced for SEN. This sum is calculated by prior attainment of the children, FSM numbers and the deprivation factor. This sum is broken down at the end of the financial year and shared with SEN governor to show impact.

We also buy into specialist schools to support our children and the services of specialised speech and language therapists and the services of the Educational Psychologist, a learning support teacher and Place 2 Be.

Health and Safety:

Any child who requires manual handling must only be completed by a trained member of staff who adheres to the Health and Safety Policy of the school when doing so

Storage and managing of information

All information is treated with the highest level of confidentiality and is in line with the school’s policy on data protection and storage of information.

Roles and Responsibilities:

The Governing Body of the school works with the Head teacher and SENCO / Lead Practitioner to:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO / Lead Practitioner.
- Inform parents when they are making special educational provision for a child
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less

favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

SENCo – Sarah Greenan

Lead Practitioner for SEND and wellbeing – Caroline Tyerman

The SEN Link Governor – Father G Buttery

Designated teacher for Child Protection – Sarah Greenan and Sharon Illingworth

Person responsible for Pupil Premium and Looked after children funding – Sarah Greenan and Zoe Rogers

Dealing with complaints

Any complaints that parents of pupils should have with SEN or Disability at Brougham Primary School should refer to the school's complaints procedure policy.

Reviewing the policy

The SEND policy will be reviewed annually

Next Review September 2021 or earlier should the need arise.