



# **Special Educational Needs Policy**

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# Special Educational Needs Policy

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**Definitions of Special Educational Needs and Disabilities (SEND) 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.

Legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March 2014 came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation.

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

<https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. Further information about Education, Health and Care Plans can be found on Nottinghamshire's SEND Local Offer website:

<http://www.nottinghamshire.sendlocaloffer.org.uk>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with SEND and / or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of

SEND. 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.

## 1 Mission Statement

Brookside Primary is an inclusive school where everyone is made to feel welcome. Brookside Primary encourages children to be actively involved in their own learning, integrating what they have been taught with their own experiences. We believe inclusion involves valuing all pupils equally by removing barriers to learning.

## 2 Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice.

Our objectives are to:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from staff, Parents / Carers, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher 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 / Carers 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 SEND 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 include Schools and Families Specialist Support Services, Educational Psychology Service, Speech and Language Therapy, Child and

Adolescent Mental Health Services, Family Network of SENCOs and Rushcliffe Primary SEMH Partnership.

- **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, offering the opportunity to voice their opinions of their own needs to members of staff, and carefully monitoring the progress of all pupils. Pupil participation is encouraged in school, for example, through school plays, residentials, sports teams, participation in the Pupil Parliament.

### **3 Responsibility for the Co-ordination of SEND Provision**

- The person responsible for overseeing the provision for children with SEN is the SENCO.
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Emily Beach. She can be contacted by phone through the school office or via email:  
ebeach@brookside.notts.sch.uk

**SEN provision is a whole school responsibility. Responsibility is shared as follows;**

#### **Headteacher:**

- Have regard to the Special Education Need (SEN) Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for governors, teachers and teaching assistants
- Decide on class organisation and pupil groupings with staff
- Monitor data analysis and report back to governors
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs

#### **Governors:**

- Determine the school's general policy
- Appoint the 'person responsible' for Special Needs (SENCO)
- Have regard to the Code of Practice in all decisions

- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

### **SENCO:**

- Ensure a consistent whole-school approach to SEN
- Ensure that relevant background information about individual children is collated, recorded and updated
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated and shared with staff at least termly)
- Seek advice and support and liaise with outside agencies and with other SENCOs
- Maintain class provision maps to show who is being supported and how
- Monitor the impact of interventions and report on findings
- Arrange formal reviews twice a year or when necessary and ensure completion of appropriate SEN Support Plans
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Write Higher Level Need and Additional Family Need bids when appropriate and attend Family moderation meetings
- Liaise with SENCOs at new/secondary schools.
- Monitor the use of, maintain and develop SEN resources
- Liaise with parents and other agencies at formal and informal meetings
- Co-ordinate the support of external agencies
- Contribute to the in-service training of staff
- Ensure parents are made aware of the Department of Children and Young People's Services (DCFS) published material concerning special educational needs
- Organise a timetable of Teaching Assistant (TA) support and work out costing. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies
- Monitor the effectiveness of Teaching Assistants and support when necessary

### **Class Teachers:**

- Take responsibility for the needs of all their children

- Ensure planning is fully inclusive
- Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with SENCO, TAs, parents and children to provide appropriate provision
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet termly with the SENCO, assessment co-ordinator and/or Deputy Head/Head of School/Executive Head to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Complete notes for and be involved in review meetings with families and SENCO
- Implement in-class support and differentiate teaching
- Liaise with, assist and guide support staff within the classroom, to ensure delivery of the curriculum.
- Ensure support staff have copies of planning in advance
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter
- Where appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs
- Liaise with the new class teacher in school and where children move school regarding needs, SEN Support Plans and involvement of other agencies, etc.

#### **Teaching Assistants:**

- Liaise with Class Teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Support children to achieve their targets
- Implement dyslexia friendly strategies
- Implement interventions, monitor their feedback and report back to class teacher
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training when necessary
- Work alongside SENCO and class teacher to make sure all children's needs are met, including physical and care needs

**Other staff in school:**

- It is the responsibility of all school staff to make sure all children are included. All staff should be aware of the school's aims and help to create a positive learning environment for all
- Where necessary staff may need training to help with this e.g. behaviour management training for midday supervisors

**4 Arrangements for Co-ordinating SEND Provision**

The SENCo will hold details of all SEND records for individual pupils.

**All staff can access:**

- The Brookside Primary School SEND Policy
- A copy of the full SEN Support Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including SEN Support Plans and targets set (where applicable)
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and Parents / Carers in order to aid the effective co-ordination of the school's SEND provision.

**5 Admission Arrangements**

Please refer to the information contained in our School Prospectus and in Brookside's Admissions Policy.

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.

Where appropriate, children with identified needs will be supported in their school transitions through liaison meetings with Parents / Carers, support services and key staff from both settings.

## **6 Specialist SEND Provision**

All staff have a responsibility to work with outside agencies. There may be occasions when we need advice from other professionals. We will then discuss this fully with parents before contacting any agencies and they will need to sign consent forms. When external agencies are involved, these children are discussed at termly Family of Schools Springboard Meetings.

Other agencies include:

- SEND Inclusion Service (SIS)
- Behaviour Support (Rushcliffe Primary SEMH Partnership)
- Speech and Language Therapy Services
- Physical Disability Support Services
- Sensory Impaired support
- Educational Psychology Service
- Healthy Families Team
- Community Paediatrics
- Sure Start
- Children's Social care
- Children and Adolescent Mental Health Service

## **7 Facilities for Pupils with SEND**

Brookside Primary School complies with relevant accessibility requirements. Please see school Equality, Diversity and Inclusion Policy.

## **8 Allocation of Resources for Pupils with SEND**

Where additional support is required, pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding.

Additional Family Need (AFN) funding - This additional funding comes from a budget which is devolved to and moderated by the Family of Schools (the Family of Schools comprises of a secondary school and its feeder primary schools). The SENCO will write a bid for funding which will go to the Family moderation panel for assessment. If the child's needs meet the threshold, AFN funding will be allocated accordingly.

Higher-level Need (HLN) funding – this funding is for those with the most complex needs. HLN funding is retained by the local authority and the SENCO will write a bid for funding. The Family SENCO will refer individual

applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the Headteacher, SENCO and class teacher to agree how resources are allocated within school.

## **9 Identification of Pupils Needs**

### **9.1 Identification**

See the definition of Special Educational Needs at the start of this policy.

### **9.2 A Graduated Approach:**

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- b) Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward
- f) If a pupil has recently been removed from the SEN Support register, they may also fall into this category as continued monitoring will be necessary
- g) Parents / Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored – they are encouraged to share information and knowledge with the school
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN Support register (any concerns would be discussed Parents / Carers informally or during Parents Evening)

- i) Parents Evening meetings are used to monitor and assess the progress being made by the child

### **9.3 SEND Support**

Where it is determined that a pupil does have SEN, Parents / Carers will be formally advised of this and the child will be added to the SEND Support Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of Parents / Carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from Parents / Carers.

#### **Plan**

Planning will involve consultation between the teacher, SENCO and Parents / Carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and / or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advice on the implementation of effective support will be provided by the SENCo.

### ***Review***

Reviews of a child's progress will take place regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their Parents / Carers. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with Parents / Carers and the pupil.

## ***9.4 Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, 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 decision to make a referral for an Education, Health and Care (EHC) Plan will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents / Carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents / Carers have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Further information about Education, Health and Care Plans can found via the SEND Local Offer:

<http://www.nottinghamshire.sendlocaloffer.org.uk>

or by speaking to the Integrated Children's Disability Service on:

**0115 8041275**

or by contacting Ask Us Nottinghamshire on:

**0800 121 7772**

### ***9.5 Education, Health and Care Plans [EHC Plan]***

- a) Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's Parents / Carers will be involved developing and producing the plan.
- b) Parents / Carers 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.

- c) 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 / Carers 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.

## **10 Access to the Curriculum, Information and Associated Services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their Parents / Carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's Parents / Carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided, both in school and across the family of schools. Staff members are kept up date with teaching methods which will aid the progress of all pupils including those with SEND.

In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

## **11 Inclusion of Pupils with SEND**

The Headteacher, SENCO and SEND Governor will oversee the school's Equality, Diversity and Inclusion Policy and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and Rushcliffe Primary Behaviour Partnership.

Advice will be sought from the Rushcliffe Primary Behaviour Partnership for children with behaviour difficulties. Where a behavioural incident warrants an exclusion, schools have a duty to inform this service.

## **12 Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, Parents / Carers and pupils throughout the year through informal discussions, annual pupil and parent questionnaires and key stage meetings.

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 school SEN Support Plan which is updated termly by the class teacher and SENCO, reflecting discussions with Parents / Carers, support staff and where appropriate, external agencies. Interventions used to support pupils are monitored, reviewed and evaluated, so we can identify whether the provision is effective.

There is an annual evaluation of the school's SEND provision and policy. This will be published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

## **13 Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to Gary Kenny (Headteacher), who will be able to advise on formal procedures for complaint. Please contact the school office on 01509 820001 to make an appointment.

## **14 In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates / signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO,

with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **15 Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's Parents / Carers.

## **16 Working in Partnership with Parents / Carers**

Brookside Primary School believes that a close working relationship with Parents / Carers is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with Parents / Carers is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost Parents / Carers of pupils with SEND to the local authority Ask Us service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the Parents / Carers and the pupil will always be consulted with regards to future provision. Parents / Carers 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.

## **17 Links with Other Schools**

The school works closely in partnership with the other schools in our family, Equals Trust and also the Rushcliffe Learning Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## **18 Links with Other Agencies and Voluntary Organisations**

Brookside Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo and Designated Person for Child Protection are responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focussed meetings will be arranged by the appropriate agency.

## **19 Equality, Diversity and Inclusion**

At Brookside School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

## **20. GDPR and Privacy Notice**

Brookside Primary and the family of schools we will share information with each other (including sensitive information such as assessment data and medical information) This will enable us to make decisions, moderate and access support.

To ensure that we do this in the safest way possible we will comply with the General Data Protection Regulations.

- When sending information about a child to another SENCo or the family SENCo only initials of the child will be used.
- Any documents which contain sensitive information will be password protected and the password sent in a separate email. This includes AFN/HLN bids.
- AFN bids will only contain initials of the child throughout the bid and only the postcode needs to be supplied as the address.
- For AFN moderation the family SENCO and budget manager will be the only people to know the full name of the child which will be kept secure on computer which is password protected.
- After the AFN process the family SENCO will shred all of the bids except for one copy which will be kept by the family SENCO in a locked cupboard. ELA SENCO may keep Year 6 bids for information.
- HLN bids will need to contain full names and addresses and we will follow the county council's guidance on how to submit these bids securely.

## **21 Policy Review**

This policy will be regularly reviewed by the Governing Body and updated in line with Brookside Primary School's Policy Schedule.