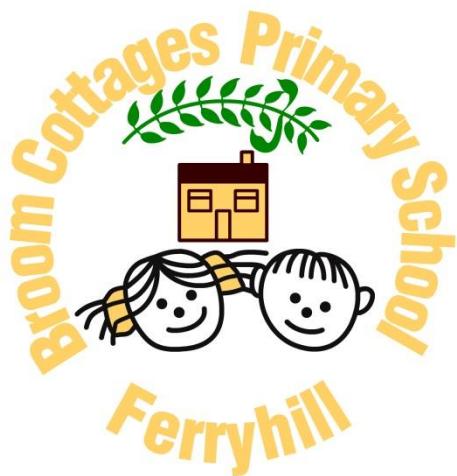


Broom Cottages Primary & Nursery School



Special Educational Needs Policy

Approval Date: July 2024

Review Date: July 2025

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives.
- Accessibility Plan.
- Assessment for Learning.
- Anti-Bullying Policy.
- Medical Needs Policy

INTRODUCTION

This policy was reviewed and updated in line with the Special Educational Needs and Disability Code of Practice 0-25 years implemented September 2014. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It relates to children and young people with special educational needs and disabled children and young people (SEND). At Broom Cottages Primary and Nursery School we aim to give full consideration to the Code of Practice whenever we take decisions about children with special educational needs and disabilities. We will endeavour at all times to fulfil our statutory duties in the light of the Statutory Guidance in the Code of Practice and if deemed necessary request advice from Local Authority representatives to allow us to be confident in our implementation of this Code of Practice.

The main changes from the SEN Code of Practice (2001) reflects the changes introduced by the Children and Families Act 2014.

These are:

The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with Special Educational Needs (SEN)

There is a clearer focus on the participation of children and young people and parents/carers in decision-making at individual and strategic levels

There is a stronger focus on high aspirations and on improving outcomes for children and young people.

It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.

It includes guidance on publishing a Local Offer at Local Authority and school level of support for children and young people with SEN or disabilities.

There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with special educational needs.

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace Statements of Special Educational Need and Learning Difficulty Assessments (LDAs).

There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.

Information is provided on relevant duties under the Equality Act 2010.
Information is provided on relevant provisions of the Mental Capacity Act 2005.

DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

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. (*Code of Practice D.F.E. 2014*)

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

- a) has a significantly greater difficulty in learning than most pupils of the same age; or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

RATIONALE

Broom Cottages Primary and Nursery School is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them

throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Aims

The aims of this policy are:

- To follow the guidelines set out in the SEND Code of Practice.
- To create an environment that meets the special educational needs and disabilities of each child.
- To ensure that the special educational needs and disabilities of children are identified as early as possible, assessed and provided for.
- To ensure that the views, wishes and feelings of the child and child's parents/carer are central to all discussions.
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities and provide regular training for staff in relevant areas of SEN.
- To evaluate the impact of staff training and provision / intervention programs.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities.
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and support plans.
- To ensure that all children have a voice in any process, as far as they are able, dependent on age, ability and understanding.
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies.
- To make good links with other mainstream primary schools, secondary schools, and special schools.

ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. Additional duties under the Special Educational Needs and Disability Regulations 2014 will be fulfilled.

Information regarding Broom Cottages Primary and Nursery School's Local Offer 'SEND Information Report' will be published on the School Website and will also be available as a hard copy from the School Office for parents/carers who do not have access to the internet. The 'SEND Information Report' provides detailed information about arrangements for identifying, assessing and making provision for pupils with

SEND. It details arrangements in place to provide a graduated response to children's SEND. It elaborates on the information provided at Local Authority level in the Local Offer (available on the County Durham Families Information Service site)

The governing body works with the Head teacher, SENDCO and Senior Leadership Team to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and report annually to parents/carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that Special Educational Provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher works alongside the SENDCO to ensure that all those who teach a pupil with an Education Health Care Plan are aware of the child's specific needs and share information on a regular basis or as and when needs may change.

The SEND governor, Mrs Vicky Collins, ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Governing Body

The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEND;
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- ensure that there is a qualified teacher designated as SENDCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

The Head Teacher

The head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENDCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- report to the governing body how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENDCO)

The role of the SENDCO includes:

- overseeing day-to-day operation of the school's SEN policy.
- coordinating provision for children with SEN.
- liaising with designated teacher where a Looked after Child has SEN.
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support.
- advising on use of delegated budget/ other resources.
- liaising with parents of children with SEN.
- maintaining links with other education settings and outside agencies.
- liaising with potential next providers of education.
- working with head teacher and governors on Equality Act; and
- ensuring that SEN records are up to date.
- contributing to the in- service training of staff

Class Teachers

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- be responsible for meeting special educational needs: Use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.

- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

SEND Support Staff: Teaching Assistants and Outreach Staff (linked to Nursery)

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENDCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high-quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Identification of SEN

Through their discussions, observations, assessments and data analysis the SENDCO, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCO or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

SEN Support

When a class teacher or the SENDCO identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels significantly below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematics skills.
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary, the SENDCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals such as health, social services or education welfare service.

Parents or school are the only partner who can request an Education, Health and Care Assessment alongside a medical professional.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth.
- Details of all of the pupils special needs, including health needs.
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs.
- Short term targets for the child to work towards.
- Identification of the type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

RECORDING SEN

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENDCO.

PUPIL FILES

Pupil files are kept up to date by the class teacher and updated regularly. Information from outside agencies is copied by the SENDCO and passed to classroom staff when the sharing of information is in the best interests of the child.

SEN SUPPORT PLANS

Class teachers will keep copies of SEN Support Plans for reference, to inform planning and to amend as a working document in their class SEN files. This working document is then used for discussions with parents, carers and the SENDCO

SEN Register

This is a file kept by the SENDCO. It indicates which children have SEN and what stage they are at. The SENDCO maintains the Register as a working document. The Register will state the following:

- Child's name.
- Date of Birth.
- Details of SEN.
- Involvement of outside agencies.

Medical Register

The head teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the SEN office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENDCO will become involved should a child's medical attention present a barrier to their learning.

Transfer of Information to other settings (both medical and SEN) will be the responsibility of the SENDCO

ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Broom Cottages Primary and Nursery School we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

STAFF TRAINING

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

MONITORING AND REVIEW

The SENDCO monitors the progress of children on our School Special Educational Needs Register in school. The SENDCO provides staff and governors with regular summaries of the impact of the provision on the children's progress across the school through termly data analysis, narrative and anecdotal comments from parents/carers of special needs pupils.

The SENDCO is involved in supporting teachers involved in drawing up SEN Support Plans for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold regular meetings.

POLICY EVALUATION

The implementation of this policy will be monitored by the head teacher and SENDCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non- SEN.
- Standards reached by pupils with SEN.
- The percentage of parents attending review meetings, including Annual Reviews.
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEN support staff work together as a team.
- The extent to which pupils are following an appropriately differentiated curriculum.
- The use of varied resources which enable pupils with SEN to make progress towards their targets.
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.

Date of Implementation: July 2024

Date of Review: July 2025

Signed

Mrs Carrie Shannon

SENDCO

Signed

SEN Governor