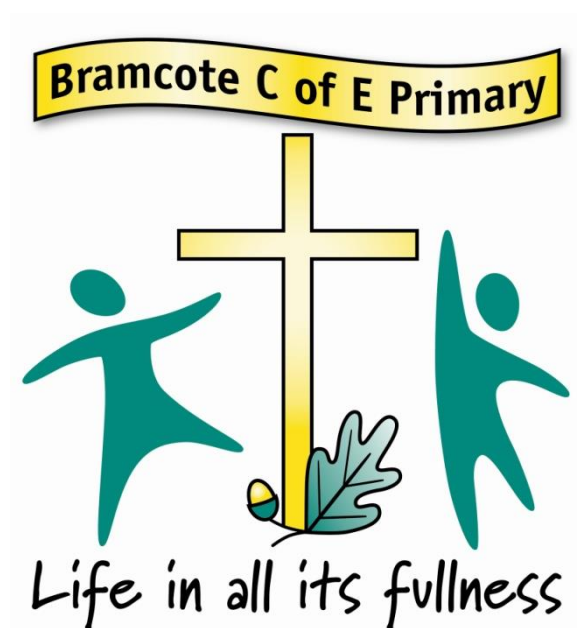


**BRAMCOTE CHURCH OF ENGLAND
PRIMARY SCHOOL**



**Special Educational Needs Policy
September 2017**

AMENDMENTS TO SEN POLICY 2017

SEPTEMBER 2017	<p><u>Section 1 – Aims & Objectives</u> Rephrasing of the objective - To identify the needs of pupils with SEN as early as possible...</p> <p>Addition of curriculum and resources to the objective - To ensure that they have access to good quality well-maintained specialist resources by providing appropriate intervention, support and adaptations to curriculum and resources where appropriate.</p>
	<p><u>Section 5 – Specialist SEN provision</u> Removed behaviour and added Social, Emotional, Mental Health needs.</p>
	<p><u>Section 6 – Allocation of resources for pupils with SEN</u> Addition to last bullet point – To purchase iPads, laptops and other resources to support individuals or groups of children.</p>
	<p><u>Section 7 – Identification of pupils needs</u> Additional to last sentence - ...and can identify if there are specific gaps developing in their progress.</p> <p><u>Quality first teaching</u> Addition of <i>acquire knowledge of ...</i> to point b) Change from <i>may wish</i> to <i>where necessary</i> - point d) Take out but this and change to <i>at this stage it...</i> point h) Addition to last sentence ... <i>but as a minimum is at least termly by the SENCo</i> point i)</p> <p><u>Referral for an Education, Health and Care Plan</u> Final sentence delete statement and change to <i>Education, Health and Care Plan</i>.</p>
	<p><u>Section 8 – Access to the curriculum, information and associated services.</u> Addition of <i>individual and class</i> to last paragraph.</p>
	<p><u>Section 14 – Links to other agencies and support services</u> Additional bullet points</p> <ul style="list-style-type: none"> • Therapat – Social, Emotional and Mental Health councillor. • Virtual School
SEPTEMBER 2016	<p><u>Section 5 – Specialist Provision</u> Addition of: behaviour, emotional & social development</p>
	<p><u>Section 6 – Allocation of resources for children with SEN</u> Addition of bullet points: To purchase assessment tools and resources.</p>
	<p><u>Section 7- Identifications of pupils needs</u> Within - Referral for an Education, Health and Care Plan, Changes to the telephone number for parent partnership - to - 0115 8041740</p>
	<p><u>Section 9 – Inclusion of pupils with SEN</u> Addition of Schools Behaviour and Attendance Partnership (SBAP)</p>
	<p><u>Section 10 – Evaluation Success of Provision</u> Changes to final bullet point from – Feedback given on success of provision at termly governor Meetings. To – Feedback to full governors is given termly via the Head Teacher report outlining pupil progress and success of provision for children with SEN.</p>
	<p><u>Section 14 – Links to other agencies and support services.</u> The following services will be involved as and when necessary... Addition of bullet points:</p> <ul style="list-style-type: none"> • Schools and Families Support Services (SFSS) • Health Care Professionals – e.g. Paediatricians, Consultant Specialists, Doctors, Physiotherapists and Occupational Therapists.
	<p><u>Section 16 – Links with other schools</u> Removal of School Action Plus replaced with SEN Support.</p>

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 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 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs 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 special educational need. 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 sector.

Mission statement

At Bramcote Church of England Primary School we believe in 'Life in all its Fullness' whereby children will grow and develop as individuals and achieve to the best of their ability. The whole community approach to educating children with special needs where staff, governors, parents, and support services work together as a team, co-operating, collaborating, and co-ordinating all that they do. The purpose of this is to help each child to learn and make progress within his/her capabilities. We regard the provision of equal opportunities as vital in this development. We accept that all schools have children with special needs, all teachers need to provide for them, and that many children may have "special needs" at one stage or another in their educational life. We recognise that all children are entitled to access a broad, stimulating and varied curriculum through which each child can develop and be challenged to reach his/her full potential.

1. Aims and objectives

Our aims are;

- To work in partnership with parents to ensure high levels of communication and support.
- To provide children with access to an appropriate, broad and balanced curriculum.
- To provide children with quality first teaching to help them to make good levels of progress.
- To ensure that children with SEN are identified as soon as possible.
- To create an environment where all children feel safe, valued and are not discriminated against due to their particular special educational needs.
- To ensure that children with SEN have access to good quality well-maintained specialist resources.
- To work with and support outside agencies.

Objectives

- **To work with parents** – to enable us 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 SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the class teacher and will be carefully monitored by the SENCO termly in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To ensure good quality teaching leads to the progress of all pupils** in order to aid the identification of pupils with SEN termly pupil progress meetings with HT/ DHT enable continuous monitoring of those pupils with SEN by their teachers which will help to ensure that they are able to reach their full potential.
- **To identify the needs of pupils with SEN as early as possible** by gathering information from parents and education, health and care services prior to a child's entry the school will be able to prepare in order to best meet children's needs.
- **To create a school environment where pupils feel safe, valued and not discriminated against** by providing opportunities for children to share their thoughts, feelings both in small group and individually.
- **To ensure that they have access to good quality well-maintained specialist resources** by providing appropriate intervention and support and adaptations to curriculum and resources where appropriate.
- **Work with and in support of outside agencies** to make appropriate referrals to outside agencies for the pupils' where their needs cannot be met by the school alone.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN in school is Sarah Meredith (Head Teacher).
- The person co-ordinating the day to day provision of education for pupils with SEN is *Sarah Meredith the SENCO/Head Teacher*.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all *SEN records such as provision maps, referrals, observations and progress* for individual pupils.

All staff can access:

- The Bramcote C of E SEN Policy
- Tracking data relating to current cohorts and pupils with SEN.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs-pupil profiles, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

As far as possible we ensure contact is made with any previous school, Nursery or Playgroup prior to entry and that any particular special needs are identified. Special Needs records when received are read by SENCO and class teacher and where appropriate the child is placed on the S.E.N. register.

All SEN records from the register are sent on to new schools if and when children transfer. Contact is made with SENCO in next placement and where applicable additional transition visits are arranged to ensure there is a smooth transition from our school to the next setting.

5. Specialist SEN provision

Bramcote C of E Primary School is highly skilled in meeting the needs of all our children whether bilingual, specific or general learning difficulties, experiencing multiple schooling and social, emotional and mental health needs. We have a well-established team of Teaching Assistants who support the teachers in providing the children with personalised provision and intervention programmes to meet their individual needs. Several members of staff have developed particular knowledge and skills in catering for the needs of children with Autism Spectrum Disorder (ASD), Dyslexia and behavioural, social, emotional and mental health needs.

6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Place Funding.

This is used to provide;

- Interventions that are additional to or different from those provided as part of the Class's usual differentiated curriculum.
- Deployment of support staff to enable one-to-one tuition or small group support.
- To purchase intervention programmes.
- To purchase assessment tools and resources
- Purchasing iPad, laptops to support individual or groups of children.

Some pupils with SEND may access additional funding called Top-Up funding –Children who are assessed with additional needs that are over and above that of place funding and who are undergoing additional support from outside agencies are therefore entered for this funding. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENCOs within the School Family and is managed by the Family SENCO. For those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The School SENCO with the support of the School Family and the Family SENCO will refer individual applications to a Local Authority multi-agency panel, the High Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

7. Identification of pupils needs

Identification

The continuous and systematic cycle of planning, action and review is now well established within school. Early identification of children requiring specialist input is vital; therefore we have developed procedures for such identification. These include discussions with parents prior to admission, class teacher visiting nursery /pre-school settings, information sharing, and baseline assessment. Once a child is in school we use phonics checklists and informal screening methods. Results from Year 1 phonics checks, Statutory tests at the end of KS1, teacher assessment and cohort tracking data provide useful information about children's progress and can identify if there are specific gaps developing in their progress.

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 SEN they will be closely monitored by staff in order to gauge their level of learning and acquire knowledge of 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 where necessary 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 list they may also fall into this category as continued monitoring will be necessary.
- g) Parents 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 formally recorded by the school as being under observation due to concern by parent or teacher at this stage it does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made but as a minimum is at least termly by the SENCO.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN 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 on-going 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. 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, so 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.

Plan

Planning will involve consultation between the teacher, SENCO and parents 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 teacher. 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 advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. 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. 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 and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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 Plan it will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- 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 the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 8041740

Education, Health and Care Plans [EHC Plan]

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 Education, Health and Care (EHC) Plans. These plans are being supported by an Education, Health and Care Plan Pathway.

- 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 will be involved developing and producing the plan.
- b. Parents 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 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.

8. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

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

Children who are in receipt of extra classroom support or specific interventions led by teaching assistants are tracked and monitored via our individual, class and whole school provision map. These are reviewed and updated on a termly basis.

9. Inclusion of pupils with SEN

The SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Headteacher/ SENCo and curriculum leaders 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, the Multi-Agency Safeguarding Hub, Schools Behaviour and Attendance Partnership (SBAP) and Family SENCo.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice through;

- Termly pupil progress meetings held with teaching staff.
- Termly intervention progress meetings held with TA's.
- Termly meetings held with parents to update and review pupil progress.
- Feedback to full governors is given termly via the Head Teacher's Report outlining the pupil progress and success of provision for children with SEN.

11. SEN information report

The Governing Body of Bramcote C of E Primary School will publish information on the school website about the effectiveness of SEN provision and policy at the school. This will be collated and published by the governing body in association with the SENCo the information will be reviewed and updated on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. 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 by them to speak to the SENCO/ Head Teacher, who will be able to give advice on formal procedures for complaint.

13. Continuing professional development (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 SEN.

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

We recognise the need to train *all* our staff on SEN issues. 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).

14. Links to Other agencies and support services.

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

Sharing knowledge and information with our support services is key to the effective and successful SEN 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.

The following services will be involved as and when is necessary:

- Education Psychology Service
- Schools and Family Support Services (SFSS)
- Behaviour Support Service
- Social Services
- Health Care professionals e.g. Paediatricians, Consultant Specialists, Doctors, Physiotherapists, Occupational Therapists.
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Virtual School
- Therapat – Social, Emotional and Mental Health Councillor.

15. Working in partnerships with parents

Bramcote C of E Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

We operate an open door policy and parents can request to see class teachers, SENCo / Headteacher at any time to discuss any concerns regarding their child's education.

Parents are kept up to date with their child's progress through parents consultation evenings in the autumn and spring terms and annual reports at the end of the summer term.

Additional opportunities are made for parents to discuss at termly parent forums and via annual parental questionnaires.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents 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 SEN Governor Mrs Chrissie Fergusson may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school is a member of the White Hills Park family of schools and the South Broxtowe Primary Schools Behaviour & Attendance Partnership (SBAP). This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

There are links with other Primary and Secondary schools in the family. The SENCos of all these schools meet termly as a group enabling family initiatives and approaches to be explored. There is however, SENCo to SENCo contact regarding children at SEN support. All SEN records from the register are sent on to new schools if and when children transfer. Additional transition visits may be arranged with the SENCo of the secondary school if required for Year six children with SEN. Year Six children who are transferring to secondary school also complete an additional passport book to help to ease their transition.

Signed _____ [Name] (SENCo / Headteacher)

Date _____

Signed _____ [Name] (SEN Governor)

Date _____

This policy reviewed: September 2017

Next policy Review: September 2018