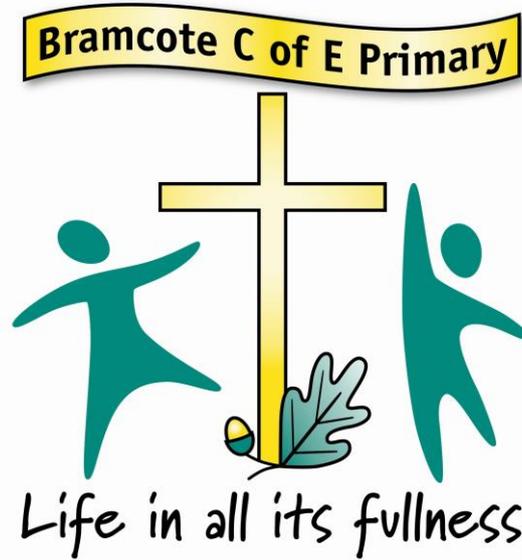


**BRAMCOTE CHURCH OF ENGLAND  
PRIMARY SCHOOL**



**SPECIAL EDUCATIONAL NEEDS POLICY**

**SEPTEMBER 2018**

# BRAMCOTE C OF E PRIMARY SCHOOL

## Special Educational Needs Policy

**Adopted:** September 2018

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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 coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation.

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

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

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. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](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 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 sectors.

## 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

### Aims

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

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

- **Identify the needs of pupils with SEN as early as possible.**  
As part of our first time admissions school induction process we hold a personal interview with parents/ carers, this gives them the opportunity to discuss any formal diagnosis, previously identified needs or concerns they may have regarding their child before entering the school. Where we have in year admissions we seek information from previous setting as well as meeting with parents / carers prior to starting.
- **Monitor the progress of all pupils**  
In order to aid the identification of pupils with SEN. We continuously monitor the progress via our electronic tracking system EAZMAG. Where children are unable to access the National Curriculum we will use PIVATS and B Squared. By monitoring pupils with SEN it enables the teachers to differentiate work to ensure that they are able to reach their full potential.
- **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 via pupil progress meetings in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents**  
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 via a formal termly meeting with the SENCO this is minuted and targets for the next term are set. Copies of minutes and any assessment information is shared with parents. The provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work are available on the school web site.
- **Work with and in support of outside agencies**

Where it is deemed appropriate due to the school feeling unable to meet the child's needs fully, and with the agreement of the parents / carers referrals will be made to outside agencies. This could be to Schools and families Support Service (SFSS), School Behaviour and Attendance Partnership (SBAP).

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *e.g. membership of the school parliament or taking up a monitor role within the class.*

## 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);
- Individual and or group provision maps.
- 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 ([www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk))

This information is made accessible to all staff and parents in a clear summary version in order to aid the effective co-ordination of the school's SEN provision. 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.

## 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.

Within the admissions policy for Bramcote C of E Primary School and as a self-governing admissions authority we offer special consideration which may be given to applications that are supported by written evidence from a doctor, social worker or other relevant professional giving reasons why the school is the **only** school which could cater for your child's particular needs. This might include medical needs, mobility, support needs, special educational needs or other social circumstances. The evidence must be presented at the time of application. Admission under special circumstances will have priority over all admissions criteria with the exception of children with an EHCP and children who are looked after. These applications will be considered by the admissions panel and must be submitted to the school at time of application.

## **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, attachment and mental health needs,

## **6. Facilities for pupils with SEN**

Bramcote C of E Primary School intends to secure appropriate access to the school for disabled pupils. At Bramcote C of E Primary our values reflect our commitment to be a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

We have an accessibility plan (available on the school website) the intention of this document is ensure that our facilities continue to meet the needs of all learners.

## **7. 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 £6,000. Some pupils with SEND may access additional funding. This additional funding might be 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). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. 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.

This may be 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.

## **8. 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 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 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 but this 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.

### **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. 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 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. 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.

## ***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 /subject 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 a statement 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](http://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 948 2888**

### ***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 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.

## **9. 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.

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.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting, it is our aim for children to be mixed ability grouped to enable children with SEN to be able to aspire and achieve from their own starting point.

Other ways this can be achieved are by;

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for school staff to enable them to be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. 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.

## **11. 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.

*There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the [SENCo and headteacher/SEN governor] and information is gathered from different sources such as Child and parent surveys, teacher and staff surveys, and parent's evenings. This will be collated and published by the governing body of a maintained school 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.

## **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/ Headteacher who will be able to advice on formal procedures for complaint. A copy of the schools complaints procedure is available via the school web-site.

## **13. 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 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 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 parent's 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 Susanna Wagner who may be contacted via school at any time in relation to SEN matters.

## 16. Links with other schools

### Transition

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.

## 17. Links with other agencies and voluntary organisations

Bramcote C of E Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO / Headteacher is the designated person responsible for liaising with the following:

- Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Primary Social Emotional Development Team (PSED)
- Child and Adolescent Mental Health Services (CAMHS)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

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**Signed** \_\_\_\_\_ *[Name]* **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**