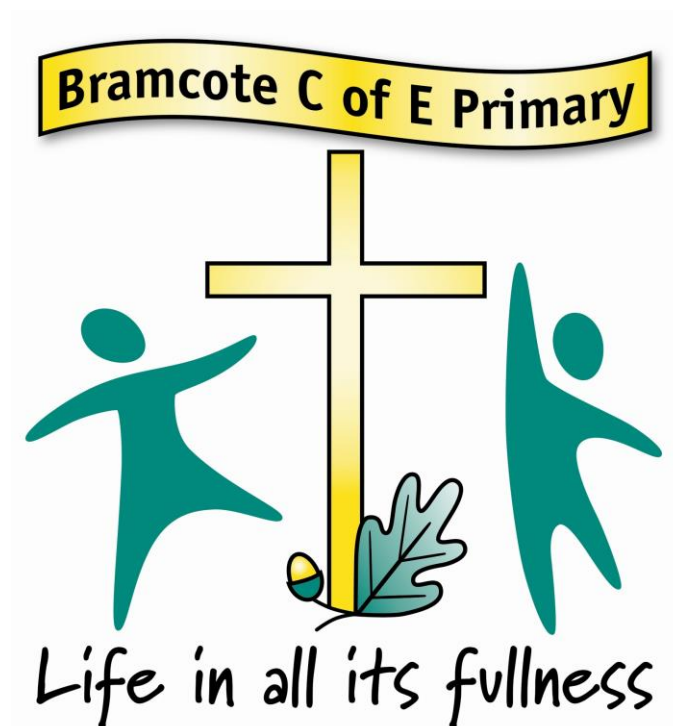


BRAMCOTE C OF E PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

January 2023

Contents

Special Educational Needs Policy.....	1
Mission Statement.....	4
Our aims are:	4
Responsibility for the coordination of SEN provision	5
Arrangements for coordinating SEN provision	5
Admission Arrangements.....	5
Specialist SEN Provision	6
Facilities for pupils with SEN.....	6
Allocation of resources for pupils with SEN.....	6
Identification of pupils needs	7
Identification.....	7
A graduated approach:	7
SEN Support.....	8
Assess.....	8
Plan	9
Do.....	9
Review	9
Request for an assessment Education, Health and Care (EHC) Plan	9
Education, Health and Care Plans [EHC Plan].....	10
Access to the curriculum, information and associated services.....	10
Inclusion of pupils with SEN.....	11
Evaluating the success of provision	12
In service training (CPD).....	12
Working in partnerships with parents	12
Links with other schools	13
Transition	13
Links with other agencies and voluntary organisations.....	14

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The formal definitions of special educational needs (SEN) are 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Although 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, due consideration should be given when assessing needs.

The framework for supporting children and young people with special education needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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. We work with parents and children to make sure that they feel secure, happy and are making progress. We aim to communicate with parents regularly and welcome parents to share concerns they may have and respond effectively to those concerns. We recognise that all children are different and aim to celebrate those diversities throughout the school.

Our aims are:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, 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 SEN. Continuous monitoring of those pupils with SEN 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 SEN 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.
- **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.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child This will include supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work. This forms part of the school's SEN Information Report. Consideration needs to be given to presenting information in a way that is responsive to the individual needs of parents.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. We work with the Family SENCo and other schools in the family, the South Broxtowe Behaviour and attendance Partnership (SBAP), health care professionals, Speech and language therapists and social services.
- **Create a school environment where pupils feel safe to voice their opinions about their needs and the provision made to meet them.** This means providing regular one to one meetings between pupils and their TA or teacher 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 Council].
- **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. We have a dedicated small sensory room and we have also begun working with Casy Counselling to support providing nurture groups and one to one support.

- **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.

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Sarah Meredith (*Headteacher*)
- The person co-ordinating the day to day provision of education for pupils with SEN is Hannah Atkinson (SENCO)

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;
- A copy of the full SEN Support Register or alternative school document used for tracking this cohort;
- 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, including, targets set and outcome/ intervention monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision
- Information available through Nottinghamshire's SEND Local Offer

(www.nottinghamshire.sendlocaloffer.org.uk)

This information is made accessible to all staff and parents 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.

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. Please also see our Admissions Policy for further details.

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.

Specialist SEN Provision

Bramcote C of E Primary School has around 30 pupils with SEN.

We have 5 members of staff who specialise in SEN provision and support.

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 Condition (ASC), Dyslexia and behavioural, social, emotional and mental health needs.

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation, race, religion and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with special educational needs so that we may promote understanding and ensure that support and provision is tailored to meet the individual needs of the child or young person. For more information on our provision for inclusion see section 10.

Facilities for pupils' with SEN

The school has a range of SEN facilities in place, including disabled access, disabled toilets and access to apply for inclusive technology. Please see our school's accessibility plan for further details.

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 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.

The allocation of these resources is

Made through referrals to the SENCo who informs HT

Decisions are then made to refer to specialist support services e.g. Inclusive Technology.

Allocations for funding are either met through school budget or from local Family of School (AFN, Pupil Premium).

Identification of pupils needs

Identification

Please see the definition of Special Educational Needs at the start of the policy.

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

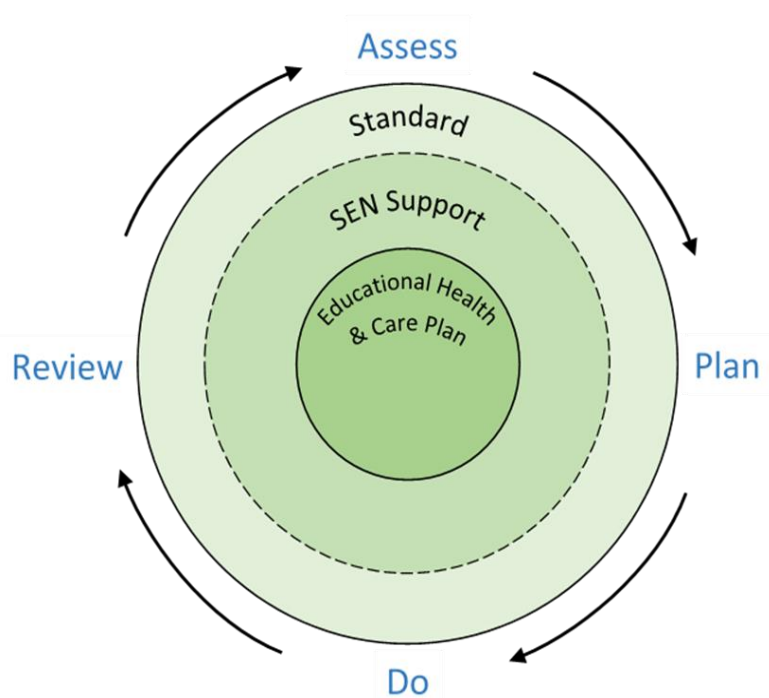
- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND, they will be reviewed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated, meaningful 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 and any/or professional development that may be required by school staff.
- f) If a pupil has recently been removed from the SEND Support register, they may also fall into this category as continued oversight will be advisable.
- g) Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
- h) The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support list. This may be recorded by the school as an aid to further progression and to ensure that support arrangements are tailored to needs.
- i) Pupil progress meetings are used to review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and pattern of progress.

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 record. 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, so that the pupil benefits from a consistent approach. When planning provision, staff are mindful of including opportunities to prepare children for adulthood and to develop skills of independence for making their own decisions, taking on new responsibilities and making positive contributions.

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. All staff will work together to encourage the child to develop some independence as a learner so that they do not become over reliant on adult support.

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.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENCO.

[Amend numbers/weblinks](#)

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

<https://bit.ly/3j1vgv8>

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

0115 804 1275

or by contacting the Ask Us Nottinghamshire on:

0800 121 7772

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

- Parents
- Pupil
- Teachers
- SENCO
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- 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 in developing and producing the plan.
- 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.
- 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.

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.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

We consider the following:

- 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 staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated to address a range of different needs, as necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensuring that any decision to provide group teaching outside the classroom will involve the teacher and/or 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.

Inclusion of pupils with SEN

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). 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 together with the SENCo 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 (MASH) Schools Behaviour and Attendance Partnership (SBAP) and Family SENCo.

Behaviour

At Bramcote we have an inclusive and consistent behaviour policy however we recognise that for some pupils this system is not always appropriate and, in these cases, we modify the rewards and sanctions system based on the individual child's needs and what motivates them. We continue to work with any child who presents challenging behaviour and seek a restorative approach and try to identify the underlying causes for the behaviour in order to best support and put preventative measures in place for that child.

Social, Emotional and Mental Health

We recognise that the social, emotional and mental health of all our pupils is of great importance and we work quickly to identify any children who we feel may be struggling, this will be particularly important after many children having had an extended period out of schooling. We make sure that there are good relationships between children and staff and that they feel they can talk to staff if they have any concerns, we have asked all children to create a happiness box for them to look at if they feel worried or anxious, we have safe spaces out of the classroom where children can go if they are feeling overwhelmed.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND 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 SEND 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/parent's evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. This is commonly known as the SEND Information Report.

Evidence collected for the SEND Information Report will help inform school development and improvement planning.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

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 and we have funding available to support this professional development.

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.

Working in partnerships with parents

Bramcote C of E Primary School believes that a close working relationship with parents is vital.

No pupil will be entered onto the school's SEND Support List/Register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision
- detailed tracking to ensure the continued social and academic progress of children with SEND
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, termly SEN provision reviews, and reports at the end of each term. Parents are invited to give their views at any meeting and comment on any documents which we put together for their child i.e. the pupil profile. If a parent has a concern about their child or the provision being made for their child they should in the first instance speak to the class teacher or the SENCo.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership 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 and the pupil will always be consulted with regards to future provision.

Parents will be consulted, and their consent sought before the school seeks to involve external education support services.

If a parent or carer has any concerns or complaints regarding the provision, care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

Please also see the general complaints procedure.

The school's SEND governor Susanna Wagner can also be contacted in relation to SEN matters.

Links with other schools

The school is a member of the White Hills Park Family of Schools. 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. The school also promotes developing the independence of the children and develop their life skills that will help them transition to secondary as well as begin to start preparing them for adulthood.

Links with other agencies and voluntary organisations

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

Examples include:

- Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Health Care professionals e.g. Paediatricians, Consultant Specialists, Doctors, Physiotherapists, Occupational Therapists.
- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- Child and Adolescent Mental Health Services (CAMHS)
- Virtual School
- Casy Counselling – Social, emotional and mental health councillor.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Parents will normally be invited to and informed about meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ [Name] (Headteacher)

Date _____

Signed _____ [Name] (SENCo)

Date _____

Signed _____ [Name] (SEN Governor)

Date _____

This policy will be reviewed annually.