



ambition, belief, communication

SEND POLICY - Policy for Meeting Special Educational Needs and Disabilities

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Good practice for children with special educational needs is good practice for all children

Intent:

- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified early
- To ensure these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress
- To enable pupils with SEND achieve their potential
- To ensure pupils are prepared for adulthood
- To ensure SEND pupils are equipped for life in the wider community
- To ensure parents/carers are fully engaged in decision making, assessing progress and determining goals
- To gain the views of the child and enable them to have a voice
- To take into account the views, wishes and feelings of pupils/parents/carers
- To provide advice and support for all staff working with pupils with SEND
- To identify and refer pupils to the appropriate services where a need has been identified
- To implement the advice of experts and professionals involved from outside of the school
- To identify and direct parents to the best providers of support
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND
- To support key transition points to allow them to be as smooth as possible
- To ensure all teachers understand their responsibility for making provision for children with SEN. These include children with an Education, Health Care Plan.
- To maintain appropriate records and to monitor pupil progress
- To continue to develop our graduated response to meeting the needs of children
- To provide ongoing training for all staff. To ensure we have a strong TA support network for SEN children in all classes, throughout school.

Implementation:

- We will implement and regularly review the SEND policy, ensuring its effectiveness and adjusting it accordingly
- Our EYFS Lead and staff will identify children in EYFS who may have additional needs as early as possible and the SENCO will facilitate a plan to ensure the appropriate level of support is planned for
- The school SEND register is kept up to date and regularly reviewed, including data on primary needs, diagnoses etc.
- The SENCO will initiate and complete relevant paperwork for referrals to other services or applications for funding e.g. Education, Health and Care Plans (EHCP), Speech and Language Therapy referrals and other health referrals etc.
- We will co-ordinate support for children with special educational needs both at home and in school to ensure a holistic approach through regular meetings with parents to capture their views as well as those of the child
- The SENCO will liaise with external agencies and help the staff to implement their strategies and advice

- As a supportive and diligent school we will support teaching assistants with training and expertise to ensure the best outcomes for children with SEND
- The SENCO will attend courses to keep up to date with current issues, attend regular CPD, research key SEND areas and disseminate relevant information to staff
- We will ensure that staff CPD needs are kept up to date
- The SENCO will report to governors on the progress of SEND children and the current strengths and areas in need of developing
- A flexible approach to the curriculum is taken for pupils with SEND who may need a more hands on approach to learning e.g. Nurture,
- Regular learning walks and book looks will take place to ensure that SEND children are well supported and making progress as well as termly pupil progress meetings run jointly by SLT, team leaders, SENCO and class teachers
- We will strive to ensure that children are fully prepared for the next phase of their learning and that they develop appropriate life skills to help them live with growing independence
- That children will be prepared mentally and socially for the challenges that the future may bring

Impact

- Our SEND children are happy, safe and have their needs met
- We develop safe learning environments where difference and diversity is embraced and all pupils are respected and respectful
- Through the PHSE curriculum, Listening Ear Service and meetings from our Pupil Support Manager, those children with social, emotional and mental health needs can thrive
- Children have a voice and feel heard – they are involved in decisions made about themselves
- Staff are supportive and compassionate and create effective learning opportunities for all
- Parents feel listened to, supported and play an important role in decision making about their child
- Early intervention means that we can close emerging gaps early and/or identify needs and implement support quickly
- Relationships between staff, pupils, parents and wider professionals are at the heart of everything we do at Bradley Primary School

Introduction

We believe that all children are entitled to a curriculum that enables them to achieve the highest possible standards and one which develops the whole child by catering for their social, emotional, physical, intellectual and moral development. It encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment. We will ensure we have in place a swift and easy internal referral process to ensure early intervention takes place.

We believe that the education of our children is very much a partnership between the school, the child and the home.

The school follows the legal requirements and statutory guidelines as set out in the Special Educational Needs and Disabilities Regulations 2014, the Code of Practice January 2015, the Children and Families Act 2014 and the Equality Act 2010.

The Code of Practice 2015 defines SEND as:

'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'.

Every school is required to meet the SEN of the children and young people that they support. They must use their best endeavours to ensure that the necessary provision is made for any individual who has SEN and ensure that all children and young people engage in activities alongside their peers. They must also designate a teacher to be the SENCO and inform parents when they are making special educational provision.

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

We support this view and therefore we aim to cater for the individual learning needs of every child whilst also recognising the need for specialised provision to ensure access to all aspects of the curriculum for all children. We believe in inclusive education for all children.

We also recognise that pupils of any ability can underachieve at times. Through careful, rigorous assessment, tracking children's performance and matching work to the needs of children, staff at Bradley Primary School give children every opportunity to overcome their difficulties

Admission arrangements

Admission arrangements for the school are described in the school's admission policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of most pupils will be met within existing school provision. Pupils with an Education, Health Care Plan, will not be discriminated against in line with legislation outlined in the SEN and Disability Regulations 2014.

Identification and Assessment Arrangements

Bradley Primary School places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SENCO liaises closely with the Senior Leadership Team, Assessment Manager and subject leaders to analyse data and individually track pupils who are experiencing difficulties.

Assessment is central to our planning for all pupils in order to:

- 1. Analyse the child's learning difficulty*
- 2. Clarify the child's needs for different kinds of approaches or resources*
- 3. Provide for those needs, whilst continually assessing the child's progress*

Assessing special educational needs is not an end in itself but a first step to understanding and providing for the child's needs and monitoring their progress. Particular use is made of teacher formative assessments as well as summative assessments. At Bradley Primary School, the following assessment may be used:

- Baseline assessment
- Phonics Screening
- SATS
- NFER tests
- PIVATS profiles
- Behavioural profiles
- Fisher Family Trust
- Early Help Assessment
- SNAP profile

Bradley School Graduated Response

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The identification of SEN is built into the overall approach to monitoring the progress and development of our pupils.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or not making expected progress given their age and starting point, their needs will be assessed and alternative teaching strategies used or additional support put in place.

Once a potential special educational need is identified, school will take action to remove barriers to learning and put effective special educational provision in place.

Bradley Primary School has adopted a 'Graduated Approach' to supporting all children in school.

Stage 1 - High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. At this stage, good classroom practice may include, modifying tasks, different seating arrangements or extra adult attention.

Stage 2 – A teacher will arrange 'targeted additional support' for children who may be struggling with certain aspects of school. This may include extra interventions and will follow an assess, plan, do, review cycle in order to show progress made.

Stage 3 - If a child continues to struggle and their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities within class, then the child will move to Stage 3

This begins with a discussion with the SENCO and the information will be recorded on an initial concern form (SNAP Profile). If additional action is required then an action plan will be put in place and parents will be informed and involved in the next steps.

An individual education plan (IEP) will be written and put into place within the classroom. A copy will be sent to the parents and kept by the teacher and SENCO.

IEPs will be reviewed once a term. In September (Autumn term), January (Spring term) and April (Summer term).

If pupil's needs are still not met despite the implementation of good, smart (IEPs) within **Stage 3**, then the school will inform parents and involve external agencies to offer additional support and advice. Parents will be asked for signed consent for their child to see a SEND Specialist

Teacher. IEPs, which are written, will be more detailed and include the specialist advice offered by the external agencies involved.

Following a reasonable period of time (1 / 2 terms or 3 IEP reviews) if the pupil's needs are still not being fully met, then the school will inform the parents of their intention to call for a formal assessment from an Educational Psychologist. This may eventually lead to an Education, Health Care Plan being issued and additional funding allocated to support the pupil's needs more effectively.

Stage 4 - EHC plans

Most pupils with SEN or disabilities will have their needs met through SEN support stages 2 and 3. Pupils with more complex needs may need additional provision, which is set out in an education, health and care (EHC) plan.

An EHC needs assessment can be requested by the school or parents and will be carried out by the local authority.

Formal Assessment – Where a child's needs cannot be met solely by the arrangements described above, the SENCO will put the child forward for formal assessment to Lancashire Educational Authority (LEA). This may result, following the consultation with school, parents, health and the child, with an Education, Health Care Plan being issued if the child meets certain criteria set down by the LEA. If the child's needs are unable to be met at Bradley Primary School the LEA, in agreement with the parents will seek alternative provision from a more specialist school.

The SEN Co- coordinator in consultation with the class teachers will keep a register of all the pupils identified as having SEN. All class teachers will maintain their own class register in their SEN file and advise the SENCO if and when any changes to the register have been made.

All teachers have a key role in monitoring all aspects of pupil performance, in particular, the identification of pupil needs.

Parents will be kept informed at all times of the stages their child is at by the class teacher and SENCO where appropriate.

The Role of the SENCO at Bradley Primary School

The SEN coordinator will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the person who liaises with outside agencies as well as overseeing provision within the school.

The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Keeping a register of pupils with SEN and keeping it updated
- Liaising with parents of pupils with SEND
- Managing pupils with SEN within school
- Supporting teachers in writing IEPs and assessing pupils progress
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs
- Advising on the school's graduate approach to providing SEND support
- Being a key point of contact with external agencies and the local authority
- Liaising with external agencies
- Making referrals
- Ensuring that appropriate records are kept
- Supporting the transition of pupils with SEN into the school and into High School
- Liaising with the SEN Governor- Mrs. Tahir
- Preparing appropriate reports and ensuring that records of all pupils with SEND are kept up to date
- Termly feedback to Governing Body
- External advisory SEND Teachers (Special Education Need, and Disability Support Services. (SEND)
- Health and Educational practitioners
- All teachers and teaching assistant staff across school who provide for SEND children

The Role of the Class Teacher at Bradley Primary School

- To identify children who have SEN
- Inform SENCO and follow the steps set out in the school's graduated response
- Read all documentation held in school with regard to children on SEN register.
- Liaise with SENCO regarding needs of children on SEN register
- Liaise with outside agencies where appropriate.
- To ensure that time is given within the school day for additional support to take place for children with SEN. (From class TA / School SEN team, SEND support teachers, health and educational professionals)
- Ensure differentiation matches the needs of the children within the class
- To update School Chronology of Action records when appropriate
- To ensure records of assess, plan, do, review cycles are kept in regards to SEND children in their class. This will be used as evidence if needed
- To write and evaluate IEP's each term (September, January, April) with smart targets.
- Oversee the work of support staff with child and ensure progress is being made
- To use school data and assessment processes to measure progress
- To discuss IEP's at parents evening with parents.

- To ensure planning is differentiated to meet the needs of SEN children in their class.
- To liaise with any adult working with a child with SEN from their class.
- To ensure they maintain an overview of the progress and educational provision given to children in their class

Partnership with Parents

We fully support the principles underpinning the Code of Practice:

- the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.

At Bradley, parents are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents will be kept fully informed where their child has SEN. Parents of children with EHC plans will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible. Parents are always welcome to discuss any matter relating to their child's progress with the class teacher or SENCO. Staff are available in school for informal meetings, and at other times with an appointment. The arrangements described in the policy to keep parents informed about matters relating to SEN are additional to the standard methods of reporting and consulting available for all parents.

Access to the National Curriculum

All pupils with SEN will have full entitlement to a broad and balanced curriculum as provided for all other pupils. In order to maximise their progress and support, some pupils may be taught in withdrawal groups or on a 1:1 basis for short periods. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the child's classroom.

Differentiated teaching groups may operate across school. Higher Level Teaching Assistants,

as well as Level 3 and 2 Teaching Assistants will lead target groups within KS1 and KS2. These will be for all children as well as for children who are on the SEN register where appropriate.

SEN Funding and Resources

The Head, SEN Governor and SENCO will meet annually in the summer term to ensure the provision for all EHCP pupils is established and shared with parents. They will discuss:

1. SEN funds stated on the schools budget allocation
2. Needs of the pupils requiring SEN provision
3. CPD/INSET plans made/costed for all staff;
4. CPD for all staff to be identified in the SDP, (to increase knowledge, skills and expertise in SEN issues
5. Key resources, (including ICT software to support SEN)

Support staff (to ensure they are deployed effectively and flexibly to best meet the needs of all pupils with SEN

Review Procedures

All Teachers have a key role in monitoring all aspects of pupil performance and in particular, the identification of pupil needs.

Parents will be kept informed at all stages.

It is the responsibility of all class teachers to monitor the support and provision for pupils with SEN in their care and to inform parents at all stages.

For pupils at Stage 3, IEP targets will be reviewed, evaluated and new targets set by the class teacher. Parents will be advised as to what provision and progress has been made, with future IEP's forwarded to them for information.

Where a pupil has an Education, Health Care Plan there is, at the minimum, an annual review. This will be carried out by the school in conjunction with the LEA. Parents and external agencies will be invited to this review meeting if they have been involved with the individual pupil.

This work is co-ordinated by the SENCO and integrated into the whole school process. Parents are encouraged to contact the school via the class teacher or SENCO at any time they have any queries or difficulties relating to their child or the SEN provision they are receiving.

Links with other schools

Particular attention is given to make sure that at Bradley Primary School we are aware of any new pupils identified as having special educational needs. This is to ensure appropriate arrangements can be made in advance of their admission. Where pupils transfer to high schools, relevant information, which has been gathered, will be passed on. The SENCO at High Schools will be kept fully informed of the needs of the individual children, recorded on the SEN register at Bradley Primary School. Annual reviews in Year 5 should begin to establish the parent's choice of High School in order to assess the arrangements prior to transfer. There will be an additional review early in the Autumn Term of Year 6.

Complaints Procedure

If any parent from Bradley Primary School has any concerns regarding the education of their child with special educational needs they should contact the school immediately and make an appointment to see the Head teacher or SENCO. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

Links with External Agencies

The school is involved with many external agencies, with the aim of providing a comprehensive support for all pupils in school. All external staff are made to feel a part of our school community and work closely with pupils, parents and staff. A list of all people who assist in our school is attached (appendix 3).

Pupils with Medical Needs

Pupils who have medical needs may require intervention and support from staff in school. They will have a Care Plan written for them in liaison with the Health Service and Parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

Evaluation of the Success of the Policy

The SEN policy will be reviewed in September 2024 and will take into consideration any changes in the Code of Practice.

In determining future policy and provision, all staff will be involved in discussion. The progress of pupils on the stages of the graduated response will be reviewed and parents invited to comment when an IEP is sent home. Governors will discuss progress and an annual report be made available for all Parents by the Head teacher in consultation with the SENCO.

In particular, the success of the policy will be measured against the intent statements at the start of the policy and use will be made of the following indicators:

- Pupils identified as early as possible
- Pupils make good progress against the specific targets set for them
- Some pupils moved to lower phases on the school's graduated response, or are removed from the SEN register altogether as a result of intervention
- Pupils with more complex needs receive an Education, Health Care Plan
- Pupils enjoy their schooling and are proud of their success
- Parents express satisfaction with what is provided

SEN Policy implemented September 2023

To be reviewed annually

Appendix 1 - Other relevant policies / documentation

- Inclusion Policy
- Differentiation Policy
- Health and Safety Policy
- S.I.P
- Education, Health Care Plan
- Specialist Teacher reports
- IEP's
- Curriculum Planning

- Assessment Data
- Education Psychologists Reports
- End of Year Child's Reports

Appendix 2 - Special Educational Need Staff

- Mrs. H Southern - SENCO
- Mrs. Tahir School - SEN Governor
- Mrs. M Sparks (SEN Admin, Parental Liaison Officer)

Appendix 3 - Outside Agencies

- Vacancy - SENDO - LEA
- Hannah Bird - Educational Psychologist
- Emma Stubbs - SEND VI Teacher
- Andrea Capelli - SEND HI Teacher
- Virgin Care - School Nurse
- Charlotte Boddy - Speech and Language Service
- Vicky Phillips - Diabetic Nurse
- Jo Thornton - NHS Physio
- Samantha Hartley – SEND Specialist Teacher

