

# Bramham and Shadwell Federation

## SEND POLICY

Adopted by the Full Governing Body  
in  
June 2020

Date to be reviewed: June 2022  
Statutory Policy

Signed: \_\_\_\_\_

Chair of Governors



## **Special Educational Needs and Disability**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

### **Contact details:**

**The name and contact details of the SENDCo with responsibility for SEND at:**

**Bramham Primary School.**

**Liz Veverka**

**Telephone: 01937 843682**

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**Shadwell Primary School is:**

**Catherine Richards**

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**The SEND Governor is [Georgina Mills](#) who can be contacted via email on either of the above email addresses.**

Bramham Shadwell Federation has published the '**SEND information report**' on the website of both schools.

### **Our beliefs:**

- All pupils at the Bramham Shadwell Federation are entitled to access first quality teaching and a broad, balanced and relevant curriculum whatever their individual needs.
- All staff are responsible for the early identification, planning, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- Every teacher is a teacher of every child or young person including those with SEND.
- All pupils with SEND are fully included in the educational and social life of the school wherever possible and reasonable. If this is not possible, we will work with parents to identify more appropriate specialist provision. Parents and other appropriate agencies are fully involved as partners in this decision.
- All pupils with SEND are actively involved in their own learning; pupil voice is essential.
- The school will work in partnership with outside agencies/schools.

### **Legislative Compliance**

This policy is based on the [Special Educational needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report (Updated annually and available on the school website)

### **Aims:**

Bramham Shadwell Federation is committed to the inclusion of all pupils. We therefore:

- provide an environment which enables every pupil to be safe and healthy
- value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- enable every pupil to make a positive contribution to their school and community
- identify and respond to pupils' diverse and individual needs
- identify and overcome potential barriers to learning
- set suitable learning challenges for every pupil

**Educational Inclusion** - We respect that children:

- Have different educational and emotional needs
- Require different learning strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and learning experiences.

### **Objectives:**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator who will implement the SEND Policy
5. To provide support and advice for all staff working with special educational needs pupils

### **Identifying special educational needs:**

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age. Early identification is essential – it is particularly important in the Early Years Foundation Stage (EYFS) that there is no delay in making any necessary special educational provision.

Bramham Shadwell Federation has a clear approach to identifying and responding to pupils with SEND.

**Class teachers, supported by the senior leadership team**, make regular assessments of progress for all pupils. These seek to identify pupils who are: significantly below the development of their peers or are making less than expected progress given their age and individual circumstances. Progress can be categorised by that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or improve on the child's previous rate of progress

(N.B. sometimes children do 'plateau' in their rate of progress and this would not always mean that the pupil would be identified as having a SEND)

- fails to close the attainment gap despite significant intervention between the child and their peers
- The attainment gap increases.

**Parental concerns / liaison with previous school or nursery on transfer / information from external services** all form part of an analysis of a child's additional need. At Bramham Shadwell federation, the views of all stakeholders are taken into consideration when identifying the need for SEND provision.

There are four broad areas of need that we plan for when identifying any special educational needs of our pupils. The purpose of identification is to work out what action the school needs to take. In practice, individual children or young people often have needs that fit into more than one area, furthermore, their needs may change over time. The broad areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

*Descriptions of these categories can be found in the SEND Code of Practice (2014) 6.28 – 6.35*

## **Provision for SEND**

**Universal Provision: Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.**

- All learners will have access to quality first teaching.
- Some learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the register of pupils being offered additional SEND support

**A Graduated Approach for those children identified as needing SEND Support:**

- The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had access to appropriate interventions and quality first teaching.

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of*

*strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.*  
*SEND Code of Practice (2014) 6.37*

### **The graduated approach**

- The model of support is: assess, plan, do and review.
- The cycle for this model is continuous.

Once a child has been identified as having SEND they will be placed on the school internal **SEND register**.

Each child on the SEND register will have an individual **support plan**. These are reviewed, updated with new targets and shared with parents / carers each term. (Half termly if this is more appropriate) The support plans provide details of the targets the child is working towards along with the provision that is in place to achieve the targets. Each class teacher is responsible for reviewing the support plan in conjunction with the SENDCo.

Plans are only effective if they are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively, what outcomes are to be achieved (and by when) and who is responsible for maintaining and updating this support plan. **The teacher holds the responsibility for evidencing progress according to the outcomes described in the support plan.**

All class teachers have an SEND file which includes all the details and needs of the pupils with SEND in that class. Individual files where master copies of all reports and applications for support from external agencies are stored in a secure locked filing cabinet.

We have a review meeting for each child on the SEND register approximately every term. Before the meeting, pupils are given an opportunity to express their views (pupil voice) regarding their additional needs. Teachers will then meet with parents/carers of children who are on the SEND register to discuss current provision and progress against outcomes. It is generally during these meetings that the support plans are shared.

For higher levels of need, we can refer to external agencies. The decision to do this would usually be made by the SENDCo. The SENDCo coordinates external agencies and invites them and parents to joint meetings.

Where a pupil has a significant, severe and sustained need, it may be necessary to carry out a multi-disciplinary assessment in order to consider the need for an Education Health and Care Plan.

### **Education Health and Care Plan**

Where a pupil has a significant, severe and sustained need, it may be necessary to carry out a multi-disciplinary assessment with health and social care in order to consider the need for an Education Health and Care Plan.

Pupils with an Education Health and Care Plan will have a support plan in the same way as all pupils on the SEND register. In addition they will have an Annual Review of their EHC plan.

### Top Up Funding

If the school identifies that a child meets the criteria for additional 'Top Up Funding', the SENDCo will make an application to the LA FFI (Funding For Inclusion) Team. FFI monies are usually used to pay for an additional member of staff to provide additional support for the individual child as required. At Bramham Shadwell Federation we believe in 'inclusion' as well as the importance of 'independence' and as such teaching assistants are managed appropriately to ensure this.

### Criteria for exiting the SEND register:

Where a child no longer requires provision **different from or additional to** that normally available to pupils of the same age, he/she will be removed from the SEND register.

### Partnership with Parents / Carers:

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners.

We do so by:

- working effectively with all other agencies supporting children and their parents
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- drawing parents and carers attention to the availability of relevant and accessible information, support and advice (e.g. Leeds SEND Information Advice Support Service)

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

## **Partnership with Outside Agencies**

We seek to respond quickly to emerging need and work closely with other agencies including:

- Local NHS services such as Speech and language Therapy and Occupational therapy as examples
- SENIT
- DAHIT
- CAMHS
- SENSAP
- Educational Psychology Service
- Leeds SEND Information Advice and Support Service (SENDIASS)
- Sensory Impairment team
- Early Years SEN support service

In accordance with the SEND Code of practice we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school.

## **Supporting pupils at school with medical conditions:**

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support pupils with medical conditions. We aim to ensure that all pupils within the Federation with medical conditions are supported such that they have full access to education; including school trips and physical education. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010.

Some pupils may also have SEND and may have an Education Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision. Where this is the case, the SEND Code of Practice (2014) is followed.

Please refer to 'Supporting pupils with medical conditions policy – February 2020

## **Monitoring and Evaluation**

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

We monitor and evaluate the quality of provision through:

- Termly review of support plans where staff views and parent/pupil voice information is gathered
- Analysing progress data for pupils with SEND
- Analysing attendance and exclusion data for pupils with SEND
- Day to day management by the SENDCo who provides leadership across the school.
- Classroom observation by the SENDCo and senior leaders
- Sampling of work and scrutiny of planning
- Regular meetings regarding pupils' progress between the SENDCo and classteacher and the SENDCo and senior leaders
- Headteacher's report to parents and governors

- Annual parent surveys

### **Arrangements for Transition**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education. A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

### **Training and resources:**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is sometimes arranged as INSET or as external training. Staff are also kept informed and updated regarding SEND issues and pupils on the SEND register through staff meetings, briefing meetings, face to face discussions and email correspondence. All teachers and support staff undertake induction on taking up a post and the SENDCo meets with staff to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENDCo also attends network meetings in order to keep up to date with local and national information regarding SEND.

In accordance with Section 6 of the SEND Code of Practice, if appointed after September 2008, our Special Educational Needs and Disability Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.

### **Roles and responsibilities:**

The governing body, in co-operation with the head teacher, is responsible for the school's general policy and approach to provision for pupils with SEND.

See **appendix 1** for details of the responsibilities of the:

- Class teacher
- SENDCo
- Head teacher
- SEND Governor

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision

*(see Admission policy for the school, as agreed with the Local Authority)*



## **Accessibility:**

We are committed to ensuring every child can access an exciting curriculum.

We always strive to:

- Set suitable learning challenges
- Respond to pupil's diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with SEND can be flexible and is differentiated according to need.

Bramham Shadwell Primary Schools have DDA (Disability Discrimination Act) compliant toilets. Both schools have stairs. Arrangements can be made to ensure a child who has difficulty using stairs can access a classroom with his / her peers.

## **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the Head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (See separate Complaints Policy)

## **Appendix 1 - Roles and Responsibilities**

### **Class teacher**

- liaising with the SENDCo to agree :
  - which pupils are underachieving and need to have their additional interventions monitored – but do not have special educational needs.
  - which pupils require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, a support plan to address a special educational need (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of learners by :
  - providing differentiated teaching and learning opportunities.
  - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2015)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of SEND learners

### **Special Educational Needs and Disability Coordinator**

In line with the recommendations in the SEND Code of Practice, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND.
- Liaising with the relevant designated teacher where a child looked after pupil has SEND
- Advising on a graduated approach to providing SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010, updated in May 2019) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date.

### **Headteacher**

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENDCo).
- The head teacher will be informed of the progress of all SEND learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - regular meetings with the SENDCo
  - discussions and consultations with pupils and parents as appropriate

### **SEND Governor**

- To act as the champion for children with SEND and inclusion needs
- To ensure that the school is fulfilling its duties to children with SEND
- To undertake required training, including school-specific induction with the SENCo
- To meet the SENCo in the Autumn, Spring and Summer terms
- To ask questions and raise awareness relating to SEND and inclusion provision at Governing Body meetings
- To monitor the SEND notional budget and what impact that spending has had on Learner progress and attainment
- Work with the SENCo to produce a SEND Annual Report to Governors
- To confirm that the school's duties have been fulfilled