

# **BROUGHTON PRIMARY SCHOOL**



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

**September 2020**  
**Review: September 2021**

## Introduction

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provisions 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### ***SEND Code of Practice: 2015***

Broughton Primary School is an inclusive school committed to raising the aspirations and expectations of all pupils, including those with Special Educational Needs and Disability (SEND). We value their abilities and achievements and are committed to providing the best possible environment for positive learning outcomes. We operate a 'whole-pupil, whole-school' approach to the management and provision of support for SEND and endeavour to achieve inclusion of every pupil regardless of need.

Every child and family in our community is valued and diversity is celebrated. We share the expectation that all pupils, regardless of their specific needs, should be offered teaching which will enable them to make the best possible progress in school and to feel that they are valued members of the wider school community.

At Broughton Primary School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. The school is committed to ensuring that pupils with special educational needs and disabilities can fulfil their potential and achieve optimal educational outcomes.

## **1. INCLUSION STATEMENT**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Directors will ensure that appropriate provision will be made for all pupils with SEND.

### **Aims and Objectives of this Policy:**

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupils needs

We recognise that many pupils will have special needs and disabilities at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## **2. ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need and disabilities. In line with the Special Educational Needs and Disability Code of Practice 0-25 years January 2015 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

## **3. MANAGEMENT AND RESPONSIBILITIES FOR SEND WITHIN SCHOOL**

Broughton Primary School's Special Needs and Disabilities Coordinator (SENDCo) is Mrs. Lynsey Turpin.

The Head teacher, the Director (responsible for SEND) and the SENDCo are responsible for the development of the SEND policy and provision within the school.

The Board of Directors have delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP).

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENDCo is responsible for:

- overseeing the day-day operation of this policy,
- co-ordinating provision for children with special educational needs and disabilities,
- liaising with and advising teachers and teaching assistants,
- overseeing the records on all children with SEND,
- liaising with parents of children with SEND (in conjunction with class teachers),
- contributing to the in-service training of staff,
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies,
- reporting to Mrs. Ann Jefferson (Director with responsibility for SEND) on the day-day management of SEND policy. Termly meetings will take place.

The Head teacher is responsible for ensuring that the SENDCO has sufficient time and resources to carry out these functions.

#### **4. IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2015:

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider other factors which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)

The SENDCo uses whole school tracking data (FFT Aspire) as an early identification indicator of SEND.

We also use a number of additional indicators of special educational needs:

- On entry data in Nursery, Reception plus GLD at end of Reception
- Year 1 Phonics Screening data
- KS1 SATs
- Teacher concerns
- Parental concerns
- Information from other services.

The SENDCo maintains a list of pupils (identified through the procedures listed above) who are either on the SEND register, receiving intervention or have a medical need; this is called the SEND Provision Map and details the nature and frequency of any support that the child is receiving.

#### **5. CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs and disabilities, the school provides for these additional needs in a variety of ways and the provision for pupils is related specifically to their needs.

The range of provision may include:

- in class support for small groups with an additional teacher or teaching assistant(TA),
- small group withdrawal,
- individual class support or individual withdrawal,
- further differentiation of resources,
- differentiated homework,
- the use of alternative learning materials or special equipment,
- staff development and training to undertake more effective strategies,
- access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

## **6. RECORD KEEPING**

The SENDCo will record any additional steps taken or interventions planned to meet pupils' individual needs and maintain these records. These records will be stored securely. In addition to the usual school records, the pupil's profile will include:

- information from parents,
- information on progress and behaviour,
- pupil's own perceptions of difficulties,
- information from health/social services,
- information from other agencies.

## **7. SEND SUPPORT PLANS and EHCP PLANS.**

All pupils on our SEND register will have a SEND Support Plan (formerly known as an Individual Education Plan or IEP). The SEND Support Plan will detail any provision that is additional to and different from usual classroom provision. It will concentrate on a small number of individual short-term targets (SMART) that closely match the pupil's needs. It will also contain information on:

- the long term aims for the child,
- the teaching strategies that will help and ensure that the targets are met or that progress is made towards meeting the targets,
- the resources or programmes that will be used,
- any interventions that have been organised and the name of the individual responsible for delivering the intervention,
- the success criteria,
- the review date for the SEND Support Plan.

The SEND Support Plan will be created through discussion with the SENDCo, Class Teacher, the pupil and the parent or carer. For pupils with an EHCP, provision will meet the recommendations on the plan.

### **7.1 REVIEWING A SEND SUPPORT PLAN**

SEND Support Plans will be reviewed at least termly, or more frequently if appropriate, with input from parents or carers of the child, the class teacher and the SENDCo. Reviewed copies of the SEND support plan are given to parents in order for them to sign and respond to the progress of their child and give their input into the next SEND support plan. At the end of each Academic Year, the SENDCo and class teachers will review the SEND Support Plan of all children and an annotated copy will be sent home for parents' information. This will form the SEND Support Plan in place every September and will be reviewed in October.

## **8. CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with the Class teacher will write a SEND Support Plan.

A child will be given a SEND Support Plan when despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period,
- continues to work at National Curriculum expectations considerably lower (one year lower) than expected for a pupil at a similar age,
- continues to experience difficulty in developing Literacy/numeracy skills,
- has emotional problems that substantially impede their learning,
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists,
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

### **8.1 REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions,
- Current and past SEND Support Plans or IEPs,
- Records and outcomes of regular reviews undertaken,
- Information on the pupil's health and relevant medical history,
- National Curriculum levels and or assessment data,
- Other relevant assessments from specialists such as Specialist Advisory Teachers and Educational Psychologist,
- The views of parents,
- Where possible, the views of the pupil,
- Social Care/Educational Welfare Service reports,
- Any other information provided by professionals.

### **Education, Care and Health Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP,
- of shorter term,
- established through parental/pupil consultation,
- set out in a SEND Support Plan,
- implemented in the classroom,
- delivered by the class teacher with appropriate additional support where specified.

### **Reviews of an EHCP**

EHCPs must be reviewed annually or bi-annually for Foundation Stage or Key Stage 1 children. The LA will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- the pupil's parent(s) and or carers,
- the pupil if appropriate,
- the relevant teacher,
- a representative of the SEND Inclusion and Assessment Team,
- the Educational Psychologist,
- any other person the SENDCo or parent/carer considers appropriate.

#### **The aim of the review will be to:**

- Assess the pupil's progress in relation to the objectives on the EHCP,
- Review the provision made to meet the pupil's need as identified in the EHCP,
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it,
- If appropriate to set new objectives for the coming year,
- At Key Stage transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

### **9. PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision,
- working effectively with all other agencies supporting children and their parents,
- giving parents and carers opportunities to play an active and valued role in their child's education,
- making parents and carers feel welcome,
- ensuring all parents and carers have appropriate communication aids and access arrangements,
- providing all information in an accessible way,
- 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 the child,
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

## **10. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning,
- identify their own needs,
- self-review their progress and set new targets.

In addition pupils who are identified as having SEND are invited to participate in:

- SEND Support Plan reviews and setting of individual targets,
- annual reviews.

## **11. SPECIAL PROVISION**

The school has the following special facilities:

- A disabled toilet,
- A disabled car parking space,
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas),
- Blinds in classrooms to reduce glare.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

## **12. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Register any one or more of the following agencies may be involved: Educational Psychologist, School Nurse and Specialist Advisory Teachers.

## **13. LINKS WITH OTHER SERVICES AND SCHOOLS**

Effective working links are maintained with:

- Cockermouth Secondary School,
- Netherhall Secondary School,
- Keswick Secondary School,
- Other primary schools within the Cockermouth Primary Consortium,
- Hearing Specialist,
- Speech and Language Therapy Service,
- Children and Young People's Services,
- Community Health Service.

## **14. INSET**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the SEND or Head teacher's report to directors each term.



### **15. RESOURCES**

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

### **16. COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher. The directors may be involved if necessary.

### **17. REVIEW OF THE SEND POLICY**

This policy was developed through consultation with staff. The school considers the SEND Policy document to be important and, in conjunction with the Directors, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was written in September 2020

It will be reviewed in September 2021

Signed by:

Headteacher : Mrs Anna Bewsher



Director responsible for SEND: Mrs A Jefferson

SENDCo: Mrs. Lynsey Turpin

