

Special Educational Needs Policy

September 2022

To be reviewed September 2023

Introduction and intent

All teachers are responsible and accountable for the progress and development of all the children in their class regardless of ability and needs. Therefore, high quality teaching which is differentiated to meet the individual needs of each pupil is imperative. All children, regardless of gender, race or disability have the right to a high quality educational experience and the opportunity to achieve their full potential.

A child may have SEND where their difficulties are identified as requiring provision different from that normally available to children of the same age.

These can be split into four distinct areas:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental health*
- *Sensory and/or Physical needs*

This policy sets out how provision is made for such children.

It has been written with regard to implementing the Code of Practice 2014 which sets out how schools are to support pupils identified as having SEND needs.

All schools must name a qualified teacher as SENDCo.. They must undertake the National award for Special Educational Needs within three years of taking up the post. At Bramley Grange Primary School, it is Miss L Davies and contact details are available on the school website.

Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process
- To create an environment that inclusively meets the SEND, medical needs and physical disabilities of each child;
- To ensure that both SEND, medical needs and physical disabilities of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs; medical needs and additional needs
- To enable all children to have full access to all elements of the school curriculum and assessment.

Inclusion

Through appropriate curricular provision, we respect and provide for the fact that all children:

- have a right to be treated equally
- Have different educational, medical and social/emotional/mental health needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates and in different ways
- Need a range of differentiated teaching approaches and experiences which promote progression
- May need additional support with their physical needs in relation to moving around the school site or where they are sat within the classroom
- Children within the Hearing Impaired Integrated Resource base will have additional support to fully access all areas of the curriculum
- There may be times when a child requires additional support to manage their SEMH needs so that it does not become a barrier to learning for example following a bereavement or incident of bullying.

Teachers respond to children's needs by:

- Providing support for those who need help with communication and language
- Planning to develop children's understanding through the use of all senses and experiences
- Planning to enable full participation in all areas of learning including physical and practical activities
- Supporting children to manage their behaviour and emotions enabling them to participate safely and effectively in learning
- Making reasonable adjustments to enable them to achieve and progress as individuals
- Working in partnership with parents
- Following advice and strategies given by external agencies
- Reviewing progress termly

Support staff work closely with teachers to respond to children's needs by:

- Sharing learning objectives and contributing to planning learning
- Carrying out differentiated activities or group/individualised programmes
- Suitably modifying learning and or resources to facilitate learning
- Supporting children to manage their behaviour and emotions enabling them to participate safely and effectively in learning
- Promoting independent working by the child

The SENCO will ensure needs are met by:

- Working with the senior leadership team to determine the strategic development of SEN policy and provision in school
 - Being aware of provision available to SEND pupils that are in the local offer (the local offer is found on the Local Authority website and lists all special schools and services that can be accessed .There is a link from the school website.)
 - Supporting families to ensure that children with SEND receive appropriate support and high quality teaching
 - Overseeing the day-to-day operation of the policy;
 - Co- ordinating provision for all children with SEND
 - Ensuring that children with EHC plans are receiving their legal provision entitlement
 - Providing professional guidance to colleagues
 - Liaising with the Designated Teacher where a looked after child has SEND
 - Advising on the graduated response to provide SEND support
 - Liaising with parents of children with SEND and regularly reviewing their progress to set new targets
 - Liaising with early year's providers and other schools where children transferring into school have SEND needs
 - Liaising with potential next providers of education to ensure that children and their families are informed about options and a smooth transition is planned and implemented
 - Liaising with educational psychologists, Learning support services, CAHMS, health professionals, independent and voluntary bodies as well as alongside the designated teacher social care services and that strategies suggested are then implemented and monitored.
 - Ensuring that school records of SEN are kept up to date including the records of individual children
 - Maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- Identifying relevant training needs for staff and liaise with the head teacher to provide for these
- Tracking assessment data in order to monitor progress and identify early any child with SEND
- Tracking support and progress of SEND children to ensure that support provided is effective.

The Head Teacher will ensure that needs are met by:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

The role of the Governing Body

The Governing Body:

- ensures that there is adequate funding for those children with additional needs and that funds are allocated and spent appropriately.
- review and ensure adequate service provision for children with additional needs through service level agreements.
- Consult with the Head Teacher as to how the funding allocated to support special educational needs has been employed.
- hold the school to account for the performance of children with SEN children through understanding achievements and progress.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equality Objectives
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Ensure arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.

Assessment and identification

Early identification is vital through a graduated response. At every stage, the school will follow a cyclical approach:

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Identification of a possible SEN may arise through teaching and learning, regular assessments, observations of the child and discussions with the children and or parent.

We recognise that pupils are individuals with individual skills, strengths and needs and that there are many factors which may impact upon attainment and progress including

- Having a medical condition
- Pupils who may be asylum seekers or refugees
- Pupils from Traveller Families
- Being under the care of or have involvement from Social Care Service.
- Pupils who are a young carer
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being at risk of exclusion from school.

Appropriate response and adjustments should be made for the above factors, however they are not alone classified as SEN.

The SEN Code of Practice (2014) states that "A pupil has SEN 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."

Where parents or children express that they are experiencing difficulties this will be treated seriously. In deciding whether a child has SEND, the teacher and SENCO will gather relevant

information; this will include a clear analysis of the child's needs including assessment, attainment, progress and individual's development over the previous two terms. Attainment will be measured against national expectations in order to ascertain how much impact the child's SEND needs are having on their learning. A discussion will be held with parents and the child to identify their strengths and difficulties. An agreed outcome at this stage will be sought along with next steps. Clear timescales will be agreed along with a date for review: reviewing will be termly. This discussion will be recorded on a school monitoring plan and will include pupil, parent and teacher voice. A child's mental wellbeing in relation to their SEND needs will also be addressed and any necessary support put in place. Progress will be monitored in line with existing school practices. This will be recorded on school records as school monitoring.

Following a review where outcomes have not been achieved, despite appropriate support under the school process, and it is felt by both class teacher and parents that additional specialist support and advice is beneficial then a referral will be made to the relevant service such as:

Inclusion Services,

CAHMS,

School Nursing team,

EPS,

Specialist inclusion Team

Hearing/Visual Impairment

Occupational Therapy Teams

If the child is under five a referral will be made to the child development centre (CDC) for further assessment.

Once further assessment has been carried out recommendations will be made by the service and the SENCO will work with the class teacher and parents to implement the necessary interventions, support and any teaching strategies/approaches required.

Assessment, monitoring of achievements, personal development and progress will continue to ensure actions have clear impact within clear agreed timescales.

At this point the child will be added to the special educational needs register as requiring SEN support .

Where a child is identified as having additional needs (e.g. ASD, anxiety) they will be placed on the additional needs register and progress will be monitored. Where a child is identified as having medical needs, they will be placed on the medical register with appropriate approaches implemented.

Progress and provision will be monitored by the SENCO and class teacher to ensure there is impact on actions taken. Regular reviews will be held to evaluate the quality of support, intervention and impact. If parents, external agencies, SENCO and the class teacher agree that intervention is no longer needed, then the child will be 'stepped down' to school monitoring.

When a child requires ongoing additional support because they have a greater difficulty than most others of their age then this will be managed at SEND support - through a support plan written and reviewed termly by the SENCO, class teacher, parents and children. The support plan will ensure that educational, health and if necessary social care support is co-ordinated through a carefully planned approach.

If, despite providing appropriate targeted support and relevant external expertise, reviews of the SEND Support Plan indicate that the child continues to make little or no academic progress, is working at levels significantly below those of their peers or has increasing additional or medical needs which impacts on their ability to access learning, then consideration should be given to requesting a statutory assessment of their education, health and care needs. This will be done in consultation with services and parents. If a decision is made to proceed with an EHC assessment, a request which will include cycles of support plans, provision maps and external agency reports will be made to the Local Authority. Parents also have the right to request EHC assessment, the SENCO will provide support and advice in relation to this including advising parents to contact SENDIASS.

If progress is being made and parents and teachers agree that this is being maintained, a child can be taken off the SEND register or an EHCP can be ceased. The child will then continue to be monitored termly.

Educational, Health and Care Plan (EHCP)

An EHC plan is a legal document outlining a child or young person's needs, targets for the end of the next key stage and provision required to achieve those targets.

EHCPs are co-ordinated by Local Authority SEND caseworkers in co-production with school staff, involved agencies, parents and the child or young person.

Following a request from either the school or parent/carer, the local Authority will make a decision as to whether to proceed with EHC assessment. Should a EHCP assessment be deemed necessary, the Local Authority will gather a range of information from agencies involved, generally school, educational psychology and Specialist Inclusion Teams. Once a decision has been reached to proceed with EHC, a Multi-Agency Planning (MAP) meeting will be held to produce a draft EHC. All agencies including parents will be involved at this stage. Draft EHCPs will be sent to all parties for agreement prior to a panel meeting to finalise EHCP.

Once finalised, the head teacher has a statutory responsibility to ensure its contents are implemented. This will be done in partnership with the SENDCo.

The timescale to produce an EHC is 20 weeks. If a parent or young person requests it, the Local Authority must consider a personal budget in relation to an EHCP. In some circumstances this may include the making of a direct payment. EHCP's are reviewed on an annual basis. Reviews can be called at any point should a child's needs significantly change.

Parents have the right to appeal against the decision not to assess or issue a plan as well as against the content of the plan or the named provision.

SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

Where necessary, the SENDCO will make the relevant parties aware of the disagreement resolution service or mediation.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the ESFA.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

Children with specific circumstances

LAC

Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for LAC.

Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

The school will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Admissions

The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The head teacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO

Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Early years provider to school
- Primary school to secondary school

Enhanced reviews will take place at these intervals and include all professionals working with the child as well as parents and (where appropriate) the child.

Data and record keeping

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The SEND information report will be prepared by the SENCO, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.

- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Legal Framework

The legal frameworks which this policy has due regard but is not limited to includes the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

Monitoring and Evaluation

Implementation of this policy is monitored by the SENCO and Head teacher on an annual basis in conjunction with the nominated governor with specific responsibility for SEND who monitors SEND requirements and provision.

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The SEN report will be published annually. Its contents will be reviewed annually and impact noted.