



Special Educational Needs and Disabilities Policy August 2019

SENDCO: Ruth McLoughlin (Member of S.L.T.)
Headteacher: Rob Blanchet
SEND Governor: Sarah Hartley

Section 1

At Briercliffe Primary School all teachers are teachers of children with special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even with quality first teaching which involves strategies targeted at a pupil's area of identified weakness, then the pupil may be identified as having special educational needs.

Section Two

Aims

- Our guiding principle is one of inclusion, we value all the pupils in our school equally. We want to identify and break down possible barriers to learning to enable our children to reach their full potential.

Objectives

- To provide a system for the early identification and continuing development of children with SEND.
- To seek the views of the child and take them into account.
- To raise aspirations of and expectations for all pupils with SEND.
- To provide all staff with the knowledge and understanding and confidence to enable children with SEND to achieve their full potential.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To work effectively with parents and carers and relevant outside agencies to fully meet the needs of children with SEND.
- To work within the guidance provided in the SEND code of Practice 2014.

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.

Section Three

Identification and Assessment

At Briercliffe Primary School we will identify the needs of pupils by considering the needs of the whole child which will include other factors beyond their special educational needs.

Early Identification

We recognise that if a child has an identified special need then the earlier action is taken, the more effective it is likely to be.

Early identification of SEND is essential. Children in the Early Years Foundation Stage are screened using **the Wellcomm Toolkit** and all children not meeting age related experiences will receive intervention to raise their attainment.

Briercliffe Primary pathway to Inclusion

The first response to low/poor progress in a child will be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected the teacher will share their concerns in discussion with the parents, the child, the SENDCo and the senior leadership team through regular progress meetings.

Pupils identified with SEND will have a Provision Plan created which will be shared with the child and their parents. These will be reviewed every half-term. If it is felt that other agencies need to become involved, then a further discussion with parents and the child will take place.

If a child does not have SEND but is struggling to make progress then the SENDCo will give the teacher advice and strategies for use in the classroom.

'A pupil has SEND where their learning difficulty or disability call for special educational provision, different from or additional to that normally available to pupils of the same age' (2014 SEN Code of Practice)

Four broad categories of need

- Communication and Interaction (Including speech, language and communication difficulties ASD)
- Cognition and learning (MLD, SLD, SpLD and PMLD)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Other factors which may impact on progress and attainment that are NOT SEND may include:

- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant

- Being a Looked after Child
- Being a child of a Serviceman/woman

Section 4

A Graduated Approach to SEND Support

'All teachers are teachers of SEND children' (Code of practice, 2014)

- All teachers are responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 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. At Briercliffe Primary we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. We hold termly progress meetings with the head where we can discuss what progress is being made and what interventions need to be put in place. This also provides us with an opportunity to review and where necessary improve teachers understanding of strategies to identify and support vulnerable pupils in their knowledge of the SEN most frequently encountered. Through discussion with the teacher, SENDCO and Head teacher a decision will be made on whether to make special educational provision for an individual child through careful consideration of all information gathered within school about the pupil's progress, alongside national data and expectations of progress. Where necessary and through discussion with parents, we will draw on more specialised assessments from external agencies and professionals for those children with higher levels of need. Within every step of the schools process parents are informed and involved in this process. We value parents' knowledge and support and where possible we include the needs and thoughts of the child. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added onto the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of the parents.

The pupil's views and, where relevant, advice from external support agencies, will also be considered. The analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are being overcome.

Plan

Planning will involve the SENDCO, teacher and parents as appropriate to agree the support and interventions that are required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. Provision Plans are put in place for children on SEND support and children and parents are informed and targets are shared.

Do

The class teacher remains responsible for working with the child on a day to day basis. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of implementation of effective support will be provided by the SENDCO.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support. It will also take into account the views of the pupil and where necessary their parents. The SENDCO and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and pupils.

Section 5

Managing Pupils' needs on the SEND Register

Once a child has been identified as having special needs then the class teacher has a number of responsibilities which they need to implement. The SENDCO and the Headteacher will be on hand to offer support as needed.

- The class teacher is responsible for creating Provision Plans for the child and these will be shared with the teaching assistant, the child and the child's parents. Provision Plans will be reviewed every half term.
- The class teacher is responsible for recording any additional intervention on the pupil's Provision Plan. They will record the child's assessment prior to the intervention taking place and at the end of the intervention so that we can review the impact of the additional support.
- If a child still remains a concern and is not making expected progress, outside agencies and specialist teachers may need to become involved. Statutory assessment (referral for an Education and Health Care Plan) may need to be considered and the involvement of the School Educational Psychologist.
- At this stage the Common Assessment Framework form (CAF) will be the main tool for gathering information about the child. Once the CAF has been completed, regular Team Around the Family (TAF) meetings will be held to which parents, teachers and all agencies working with the child are invited. A record of the meeting is completed on the TAF form. Copies of the CAF forms and TAF forms are sent to all involved with the child and to the CAF database.

- The school is able to call on the services of the Educational Psychology Service, IDSS (Inclusion Disability Support Service), Nurse and Doctor, Speech and Language Therapy Service, Education Welfare Service, Pupil Referral Service, Child and Adolescent Mental Health Services (ELCAS) and Social Services.

Referral for Education, Health and Care plan (EHC)

If a child has lifelong or significant difficulties then they may undergo a statutory assessment process which is usually requested by the school but can be requested by the parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi agency approach to assessing that need to planning provision and identifying resources is required.

The application for an EHC will combine information from a variety of sources;

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational psychologists

Information will be gathered relating to the current provision provided. The decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

Further information about EHC's can be found via the SEND local offer on the school website or follow this link.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

Section 6

Supporting Pupils and Families

For further information on EHC plans and special needs, please follow this link to the Lancashire Local Offer.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

For information on Briercliffe Primary School see SEND Information Report. Please see our school website under 'Parents' Page'.

<http://briercliffe.lancs.sch.uk>

Admissions

Pupils with special educational needs will be admitted to Briercliffe Primary School in line with the school's admissions policy. We will use induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum.

Tests/Exams

Children with SEND may qualify for support during tests and exams in line with the access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of "adverse circumstances beyond their control").

Transition

Briercliffe Primary School has good links with local secondary schools and Key stage 2/3 transition packages are organised on an individual needs basis.

Section 7

Supporting Pupils at School with Medical Conditions

- Briercliffe Primary School recognises that pupils at school with medical conditions need to be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some children may also have special educational needs (SEND) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Children with a medical condition will be placed on a school medical register. In some circumstances children will need a care plan, written in conjunction with the school nurse, parents and SENDCO.
- Parents will complete a medical form if they require medicine to be administered to their child during school hours.
- For further information see the schools Medical Policy.

Section 8

Monitoring and Evaluation of SEND

- In order to make consistent, continuous progress in relation to SEND provision, the

school encourages feedback from staff, parents and pupils throughout the year.

- Briercliffe Primary School evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEND code of practice.
- To ensure quality of our SEND provision the school will conduct regular audits this involves; lesson observation, book scrutiny, data analysis of intervention programmes, pupil progress meetings, seeking of parent/pupil views, monitoring of staff CPD, Termly SENCO network meetings.
- SEND provision is recorded and monitored on the pupil's Provision Plan which is completed by the class teacher and regularly updated. The interventions are monitored and evaluated termly by the SENDCO and information is fed back to parents, staff and governors. Children are assessed either half-termly or at the end of a programme of intervention. This helps to see whether the intervention is effective.

Section 9

Training and Resources

- SEND provisions are funded through higher needs block funding and pupil premium funding where appropriate.
- 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. These needs are identified through staff performance management/appraisals.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attends the termly SENDCO Network Meetings in order to keep up to date with local and national updates in SEND.

Section Ten

Roles and Responsibilities

SENDCO

The Special Needs Co-ordinator (SENCO) at Briercliffe Primary School is Ruth McLoughlin.

The role of the SENDCO is:

- To oversee the operation of the SEND Policy and co-ordination of provision for children with special educational needs.
- To liaise with and advise teachers and teaching assistants.
- To maintain the school's special needs register and oversee individual children's needs.

- To liaise with external agencies including the LEA's support and educational psychology services, health and social services.
- To seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs.
- To develop a SEND support plan - where necessary.
- To help class teachers maintain records in the form of Provision Plans with reviews of outcomes resulting from working on specific targets.
- To be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use.
- To build confidence and understanding through keeping staff informed about changes to the SEND Code of Practice, to arrangements and to provision.

The roles of the Head Teacher and Governing Body

- The Governing Body has identified a governor (Mrs Sarah Hartley) to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.
- The Head Teacher and SENDCO will identify areas for development in special educational needs and this will be included in the school's development plan.
- Reports on SEND provision are presented to the Governing Body yearly.
- The Governing body will use their best 'endeavours' to ensure that special educational provision is made for a pupil.

The role of teaching staff and assistants

- All teaching staff and assistants are responsible for differentiating the curriculum for pupils with special educational needs and for monitoring their day to day progress in order to plan for their needs.
- The SENDCO, together with the senior leadership team will review and monitor the progress made by SEND children through tracking results of summative assessments. (see Assessment Policy)
- The SENDCO, together with curriculum co-ordinators, will review and monitor the effectiveness of resources and other curriculum material.
- All staff will work closely with the SENDCO to keep her fully informed of pupil need.
- Mr Blanchet (the Head teacher), Mrs Addy (the deputy head teacher), Mrs McLoughlin (the SENDCO) and Mr Wrenn (member of the SLT) are the designated teachers with specific Safeguarding responsibilities.
- Mr Blanchet is responsible for managing LAC funding.
- Mr Wrenn is responsible for managing PPG.

Storing and Managing Information

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in a SEND class file which is kept in the teacher's room in a cupboard.

Section 12

Reviewing the Policy

The SEND Policy will be reviewed annually.

Section 13

Accessibility

- There is a disabled parking space directly outside main school building, with level access into building. The school office within the main entrance has a lowered window.
- The school building is level access, with disabled toilets, plus an adapted shower including hoist assisted changing table.
- For children with specific needs, the school works in close partnership with the local authority. Where appropriate, environmental audits are carried out and the recommendations implemented.
- Individual staff are aware of the needs of parents of their class, and will make appropriate adjustments to accommodate those needs in terms of how information is communicated. For example, one to one explanations of written information.
- To support children's access to resources, visual aids are used to in the Early Years and as appropriate throughout the school. For example, visual timetables and symbols. Makaton is used to support individual children as required. Specific equipment required for individual children, such as large print books, writing slopes, magnifiers, lamps, i-pads etc are provided in accordance with expert advice.

We value and respect diversity in our setting and do our very best to meet the needs of all our pupils.

Section 14

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will arrange a further meeting with the parent/carers.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Section 15

Bullying

Please see the school anti-bullying policy.

Section 16

SEND Information Report can be found using the following link <http://briercliffe.lancs.sch.uk>

Policy reviewed August 2019

To be reviewed August 2020

