BRANDESBURTON PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Rationale

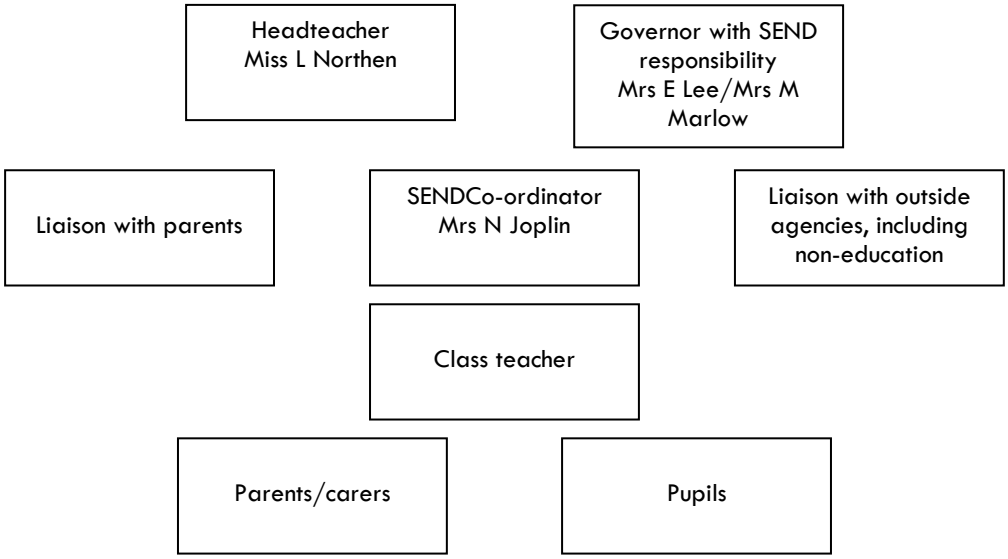
- It is a statutory requirement that every school should have a Special Educational Needs and Disabilities (SEND) policy.
- Funding will be allocated on the basis of prioritising the needs of the children on the Special Educational Needs Register.
- The basic philosophy at Brandesburton Primary School to meeting the educational needs of children with Special Educational Needs can be summarised as-

All pupils, regardless of their starting points or SEND, should be enabled to participate in Brandesburton's school curriculum. This may require additional teaching support, the adaptation of learning materials and teaching methods. Children with specific physical disabilities may also require the implementation of specific facilities. Brandesburton Primary School provides, equal opportunities for all children.

Aims

- The complete integration of SEND pupils within the school
- A safe and nurturing environment, and a culture of success for all
- Early identification of pupils with possible SEND
- Adaptation and/or differentiation to meet the needs of individuals
- Careful monitoring of progress
- Regularly updated records for individual SEND children
- Full access to the curriculum
- For each child to attain their full potential.
- To keep parents informed of their child's needs and progress.
- The views of the child are sought and taken into account.

Routines - Management of SEND within the School



Admissions

Admission arrangements are determined by the LA.

Specialisms

- A highly skilled and experienced staff.
- Experienced SENDCO.
- Single story building.
- Disabled toilet and carpeted areas to allow for pupils with physical disabilities.
- A loop system fitted in one of the classrooms to support any children with hearing disabilities.
- All doorways are accessible for disabled pupils.

Resources

- The school has adequate, well-maintained resources necessary for teaching our special needs pupils.
- Each year the budget for statemented pupils is allocated appropriately for TA/external support and resources.
- Personalised resources to match individual needs.
- The school has access to additional provision available through the HCAT SEND support team.
- The school works in close partnership with the LA SEND specialists.

Identification, Assessment and Review

- It is the responsibility of all staff to assist in identifying pupils with SEND.
- The identification procedure involves the use of parental information, pre-school records, class teacher observations, baseline assessments, National Curriculum key stage results and the appropriate testing procedures that take place in school.

Cause for Concern

Once a child has been identified as possible SEND, the class teacher informs the SEND Co-ordinator. The child can then be placed on the school's 'Cause for Concern/Monitoring' register after discussion with parents. At this stage it is the responsibility of the class teacher to begin the graduated response process, monitor progress and keep parents informed.

SEND Support

After an initial period of monitoring, and the potential barriers to learning have been identified, the child may be placed on the SEND register. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – personalised targets will be devised in consultation with the parents and the SENDCO. Where additional, outside support is required, the SENDCO and the class teacher, in consultation with parents, ask for help from external services.

Pupils with an Educational Needs or Education, Health and Care Plans (EHC Plans)

Where a pupil has significant and/or complex special educational needs that cannot be adequately met through ordinary available provision and SEN support, the school may request and Education Health and Care (EHC) needs assessment.
The SENDCO is responsible for submitting an EHC plan request to the LA. If an EHC plan is agreed, the SENDCO, class teacher and relevant outside agencies, in consultation with parents agree strategies to be put in place to support the child based on their individual needs. A graduated response document will be devised.

The SENDCO should take the lead in:

- Any further assessment of the child.
- Planning future interventions for the child in discussion with colleagues.
- Monitoring and reviewing the action taken.

Reviews and progress

- Graduated response documents are reviewed termly in consultation with the class teacher and parents/carers.
- Children with an EHC plan have their statement reviewed annually in addition to graduated response document reviews.
- All pupils are involved in evaluating their own progress towards targets on their graduated response document.
- A breadth of evidence is used to demonstrate progress. This includes standardised assessments, curriculum-based assessments, formative assessment, and observed learning behaviour.

Curriculum

- SEND children have full access to a broad, balanced curriculum.
- The class teacher enables an inclusive curriculum for all and ensures resources are suitable and accessible.
- Children are grouped appropriately to ensure effective progress.
- Children with an EHC plan receive adult support and input from other agencies as appropriate.

Integration

SEND children are fully included.
See separate Inclusion Policy/ JIGSAW.

Inset/Staff Development

The SENDCO is appointed from current teaching staff with specialist advice and support available as necessary.
LA courses are part of Inset training for the SENDCO and TA's.
The SENDCO attends termly HCAT leader meetings.
The SENDCO has allocated time each week to work alongside pupils on the SEND register, to monitor progress and identify learning opportunities for these children within the class teacher's planning as well as completing associated paperwork and liaising with relevant agencies.
Termly SEND CPD is delivered to all staff
Teaching Assistant weekly meeting with the headteacher

External Support

The school has access to the full range of LA support services. Currently, the following services are involved within the school:-

- Education Inclusion Service (EIS)
- Speech and language Therapy Department (SALT)
- School Nurse
- Community Nursery Nurse (Sure Start Children's Centre)
- Youth and Family Support
- Occupational Health
- SAPTS (Sensory and Physical Teaching Service)
- CAMHS (Child and Adolescent Mental Health Service)
- Community interaction specialists

External Relations
We have positive links with our local secondary school and initiate a programme of additional visits as necessary. Meetings between the secondary school learning support manager and external agencies ensure smooth transitions.

Parents and Carers
Parents, carers and pupils are placed at the heart of the planning and decision-making process for all children with SEND and are encouraged to be fully involved with all aspects of their child's education. This is done in a variety of ways including parents' evening, curriculum events, telephone calls and letters. Parents are invited to attend termly meetings with the class teachers and SENDCO and they are actively encouraged to contribute to graduated responses and annual reviews.

Responsibilities
- The Headteacher and the Governing Body have overall responsibility for SEND within the school.
- The SENDCO is Mrs N Joplin.
- The governor with responsibility for SEND is Mrs E Lee/Mrs M Marlow.

The SENDCO is responsible for:
- The day to day operation of the SEND Policy.
- Having an overall view of SEND within the school.
- Liaising with parents and external agencies.
- Liaising and supporting class teachers and TA's.
- Liaising with the SEND Governor.
- Maintaining the SEND register.
- Collaborating with colleagues to identify needs, plan, monitor and assess programmes and keep accurate records.
- Completion of LA audit of SEND provision within school.

Class teachers are responsible for:-
- Early identification of possible SEND.
- Consulting the child's parents in the first instance.
- Collecting relevant information about the child.
- Informing the SEND co-ordinator.
- Working closely with the child in the normal classroom context; adapting teaching and matching the curriculum to meet the needs of the child.
- Organising additional interventions and liaising with teaching assistants.
- Collecting and keeping evidence for all SEND children in their class.
- Monitoring progress of interventions and/or additional support.
- Reviewing graduated response targets.
- Liaising with parents and external agencies.

Complaints
Complaints will be dealt with under the school's normal complaints' procedure.

Policy reviewed and amended by Mrs N Joplin October 26
To be reviewed October 27