Breadsall CE Primary School

SEN Policy

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Hope, Love & Respect

A flourishing community built on faith

A: School Arrangements

A1: Aims

Breadsall Church of England Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. Our SEN policy reinforces the need for high quality teaching that is fully inclusive and grounded in our values of 'hope, love and respect'. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN to enable them to achieve their best and flourish in our community and beyond.

The SEN aims of the school

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability through high quality first teaching
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure parents are kept fully informed of their child's progress and attainment by teachers meeting with parents of SEN pupils at least 3 times per year
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

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

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together

Definition of Special Educational Needs

A child has Special Educational Needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age

Breadsall Church of England Primary School will have due regard for the SEND Code of Practice when carrying out our duties towards all pupils with Special Educational Needs. We ensure opportunities for the child and the child's parents to participate as fully as possible in decision making, and provide the information and support necessary to enable them to do this (Principles of the SEND Code of Practice 2015).

A2: Roles and Responsibilities

The SEN Coordinator (SENCO) of the school is Katie Forster
The SEN Governor is Eileen Robinson

The Role of the SENCO
The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the policy
- supporting class teachers with the implementation of provision for pupils with SEN
- liaising with and giving advice to fellow teachers
- managing SEN TAs
- overseeing pupils' records
- informing parents of the fact that SEN provision has been made for their child
- liaising with the parents
- making a contribution to INSET
- liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies

For effective co-ordination the SENCO must ensure staff are aware of:

- the roles of each participant in the SEN process
- the procedures to be followed
- the responsibility all teachers have in making provision for SEN pupils
- the commitment required by staff to keep the SENCO well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about SEN pupils
- what exactly constitutes a 'level of concern' and at what point targeted provision is initiated
- mechanisms that exist to alert the SENCO to such 'levels of concern'
- the procedure by which parents are informed of this concern and the subsequent SEN provision
- additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required

The Role of the Governing Body
The Governing Body's responsibilities to pupils with SEN include:

- ensuring that provision of a high standard is made for SEN pupils
- ensuring that SEN pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing, monitoring and subsequently reviewing SEN policy

The Role of the Class Teacher
The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- collaborating with the SENCO to decide the action required to assist the pupil to progress
- working with the SENCO to collect all available information on the pupil
- collaborating with the SENCO in the development of IEPs for SEN pupils
- working with SEN pupils on a daily basis to deliver IEP targets within differentiated planning

- developing constructive relationships with parents
- being involved in the development of the school's SEN policy
- collaborating with the SENCO in the development and termly reviews of Provision Maps for their class
- collaborating with the SENCO in the development of One-Page Profiles for SEN pupils

The Role of the Headteacher
The headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including the SEN provision
- keeping the Governing Body well informed about SEN within the school
- working closely with the SENCO
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

A3: Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN. Breadsall CE Primary School follows the admissions procedures as set out by Derbyshire County Council.

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them (SEND Code of Practice 2015).

All pupils at Breadsall Church of England Primary School are entitled to and receive a broad, balanced education. Through careful planning, the school aims to provide continuity and progression of learning through high quality teaching, offering equality of access and opportunity for all our pupils, including the very able and the less able. Very occasionally, if a pupil's special needs are such that we cannot provide what that pupil requires then we may decide not to offer a place.

B: Fulfilling our Aims

B1: Identification and Assessment

Categories of Special Educational Need
The Code does not assume that there are hard and fast categories of Special Educational Need, but recognises that children's needs and requirements fall into four broad areas:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

Early Identification
The SEND Code of Practice 2015 states that '*all those who work with children and young people should be alert to emerging difficulties and respond early*' as provision made at the earliest point will improve long-term outcomes for the child.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Assessment
Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools to identify pupils who may require SEN intervention:

In Foundation Stage a 'Profile' is used and, although these records are passed to individual teachers, the Class 1 (Reception/Year 1) teacher refers pupils about whom there are concerns to the SENCO.

All children in Foundation Stage are assessed internally throughout the year and formally at the end of the year. Unless there are grave doubts about a particular pupil, individual diagnostic tests are not made until year 2. If further testing is then deemed necessary, individual pupils are assessed more thoroughly. Where there are serious concerns about a particular pupil, there may be a referral made to external specialists or agencies, after consultation with the parents.

All pupils in years other than Reception are tested on spelling, reading and maths. These tests are administered annually and any weaknesses or discrepancies are referred to the SENCO who may decide on further screening tests, as appropriate for their age range, and monitor progress. The school discusses the findings of any assessment of a pupil with the parents. In the case of a pupil who has been identified in school as likely to have a specific learning difficulty, the issue of a possible referral to an Educational Psychologist or other specialist is also discussed.

B2: Provision

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through targeted provision.

Levels of Intervention: A Graduated Response

High Quality First Teaching: (Monitoring) *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN* (SEND Code of Practice 2015).

We regularly review the quality of teaching for all pupils which includes reviewing teachers' understanding of strategies to support the most frequently encountered forms of SEN. Where improvements are deemed necessary, teachers are provided with the relevant training and support.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivery of an inclusive curriculum.

Nature of Intervention
The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- deployment of extra staff to work with the pupil in the classroom

- provision of alternative learning materials/ special equipment
- group support
- staff development/training to undertake more effective strategies
- access to external support services for advice on strategies, equipment, or staff training

School Support: Targeted provision
Targeted provision is characterised by a sustained level of support and, where appropriate, the involvement of external services. Any child requiring this level of intervention will have an IEP to be set and reviewed in collaboration with the child and the child's parents.

Targeted intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support within the classroom, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at attainment levels considerably lower than expected for a child of similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- 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

Placement of a pupil at this level will be made by the SENCO after full consultation with parents. External support services may advise on targets for an IEP (Individual Education Plan) and provide specialist inputs into the support process.

Nature of Intervention
The main methods of provision made by the school are:

- in-class support from teaching assistant or SEN assistant
- 1:1 Learning Support sessions with a trained member of staff.
- small group support from teaching or SEN assistant

EHC Plan (Education, Health and Care Plan)
An EHC plan will normally be provided where, after a Statutory Assessment, the LA considers the child 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 EHC plan.

An EHC plan 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 Statement
- established through parental/pupil consultation
- set out in an IEP
- implemented in the classroom or in Specialist 1:1 lessons

B3: Records and Reviews

a) Individual Education Plans

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on:

- short-term targets
- teaching strategies
- provision made
- date for review
- targets for in-class
- assessment levels on starting and finishing the IEP

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

b) Reviews

Reviews of IEPS

IEPs will be reviewed termly. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Reviews of EHC Plans

EHC plans must be reviewed annually. The LEA will inform the SENCO at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- the child's parent
- the child if appropriate
- the relevant teacher
- the Headteacher
- a representative of the LEA
- any other person the LEA considers appropriate
- any other person the SENCO considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the IEP targets
- review the provision made for the pupil in the context of the school curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- set new targets for the coming year

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHC plan.

c) Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- information from previous school/phases
- information from parents
- information on progress and behaviour
- pupil's own perceptions of difficulties
- information from health/social services

B4: Curriculum Access and Inclusion

Breadsall CE Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

At Breadsall CE Primary School, we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes through high quality first teaching. Every effort is made to ensure that they have full access to the school curriculum and are integrated into all aspects of school life.

B5: Evaluating success

The success of the school's SEN Policy and provision is evaluated through:

- monitoring of classroom practice by Headteacher and subject co-ordinator
- analysis of pupil tracking data and test results
- consideration of each pupil's success in meeting IEP targets
- school self-evaluation
- the School Improvement Plan / SEN Development Plan

C: Partnership within and beyond School

C1: Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. If possible the school year will feature at least one INSET aimed specifically at helping all classroom teachers overcome the barriers to learning experienced by pupils with SEN. Staff will also be made aware of an increasing bank of resources and practical teaching procedures for use with SEN pupils. TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction. The School's INSET needs will be included in the School Improvement Plan.

C2: Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

C3: Partnership with parents

Breadsall CE Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.Partnership between schools and parents is central to the all-round development of all pupils, including the more able.

It is the school's responsibility to:

- give parents clear information about their child's abilities in school
- draw parents into the identification process
- inform parents of any action taken to meet their child's specific needs
- listen carefully and take appropriate actions where parents do not think their child's needs are being met

Parents can support their child by:

- telling the school about their child's talents and abilities beyond the classroom
- providing a suitable environment in which their child can study and encouraging good study habits
- seeking advice from the school when their child is experiencing difficulties
- encouraging their child to take part in worthwhile and varied out of school activities and experiences
- being aware that their child will need a variety of skills and experiences in order to fulfil their potential

C4: The voice of the child

Section 19 of the Children and Families Act 2015 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), ***must*** *have regard to:*

- *the views, wishes and feelings of the child or young person, and the child's parents*
- *the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions*

- *the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood*

(SEND Code of Practice 2015, 'underpinning principles')

At Breadsall CE Primary School, we encourage pupils to take an active role in making decisions that affect their education from the earliest possible opportunity. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

Adopted by governors in June 2022
To be reviewed June 2023 or sooner if changes occur