


Broxbourne CE Primary School and Extended Schools

Ratified by Governors	10.11.20
Date for Review	November 2021
Signed Chair of Governors	

Special Educational Needs and Disability (SEND) **Policy**

Updated June 2020 due to Covid-19 related school closure, for details please see Appendix 1.

Introduction

Broxbourne CE Primary School is an inclusive school that welcomes and values the different experiences, cultures, talents, interests, capabilities and strengths of each child.

All staff have high expectations of all pupils and provide quality first teaching, differentiated learning opportunities and appropriate levels of support. Pupils identified as having special educational needs will receive the support and provision that is required to help them achieve the best possible educational, social and emotional outcome for their future.

School SENCo is Mrs Niki Rogers

SEND Governor is Emma Fleming

Designated Teacher for Children Looked After is Mr Paul Miller

Our objectives

We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum. In particular, we aim to:

- meet individual needs within a safe climate of warmth and support in which self-confidence and self-esteem can grow and every child experiences success in their learning and achieves the highest possible standard
- ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate

- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented.

Definitions of Special Educational Needs and Disability (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)

Roles and responsibilities of headteacher, SENDCo, other staff and governors

Provision for children with special educational needs and disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The headteacher has responsibility to:

- manage all aspects of the school's work, including provision for SEND pupils
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND

- ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that the progress and attainment of pupils with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents immediately if the school recommends special educational provision for their child
- report to parents on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The special educational needs co-ordinator (SENCO) has a responsibility to:

- oversee the day-to-day operation of this policy
- ensure that an agreed, consistent approach is adopted
- liaise with and advise other staff
- help staff to identify pupils with SEND
- carry out detailed assessments and observations of pupils with specific learning problems
- co-ordinate the provision for pupils with SEND
- support class teachers in devising strategies, Individual Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaise closely with parents of pupils with SEND
- liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintain the school's SEND register and records
- assist in the monitoring and evaluation of progress of pupils with SEND
- contribute to the in-service training of staff
- ensure that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaise with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The designated teacher for Children Looked After (CLA) will:

- promote a culture in which looked-after children believe they can succeed and aspire to further and higher education
- ensure that the teaching and learning needs of the looked-after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- ensure that the views of looked-after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- promote good home-school-agency links
- be a source of support for all staff working with looked-after children.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- ensuring that they access all available information and support to make effective educational provision for Children Looked After and children with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- work alongside the class teacher to support individuals and groups of children.

As part of their work, some teaching assistants may be required to deliver specific programmes for which they will receive training.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the SEND Code of Practice (2015)
- the progress and attainment of children with special educational needs and/or children looked after are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they are fully informed about SEND issues
- the quality of SEND provision and provision for children looked after is regularly monitored.

Arrangements for coordinating SEND provision, including identification, assessment, monitoring and review of pupil needs and progress.

“High quality provision to meet the needs of children and young people with SEN” (SEND Code of Practice 2015).

Special Educational Provision means:

For a child of two or more – special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

In accordance with the SEND Code of Practice (2015), the school has adopted a graduated response to SEND, which is outlined below.

Observation

The progress of all children is regularly observed and monitored by class teachers. Where a class teacher feels a child is not making adequate progress despite differentiated work, they will record an initial concern, indicating the reasons for concern and providing their comments. This will be done in consultation with the SENCo.

Adequate rates of progress are defined as progress that:

- closes the attainment gap
- prevents the attainment gap growing wider
- is similar to peers starting from the same attainment baseline
- matches or betters previous rate of progress
- assures access to the full curriculum
- demonstrates an improvement in self-help, social and personal skills
- demonstrates improvements in behaviour.

Over half a term, the class teacher will review the progress made, the strategies in place and current assessment information. Some specific low-key support may be arranged, such as small group support from an LSA/TA or daily phonics/spelling strategies for literacy etc. Observations and more detailed records will be kept. The class teacher will speak to parents/carers during this stage and explain the strategies being used and why, they may also suggest additional homework tasks to help the parents/carers support their child at home.

This stage would not be recorded as SEN as we are still hoping progress in line with expectations would be made. If progress is still a concern after reviewing the initial concern and/or the concerns of the teacher are increasing, then the SENCo would become more involved and the child will move to the monitoring stage.

Monitoring

The class teacher, in consultation with the SENCo, will monitor whole class provision, additional support, observations and general assessments to identify the child's barriers to learning. The child is placed on pre-SEND register as Monitoring.

The SENCo and class teacher will discuss the child's needs with the child's parents/carers and will decide on the action needed to help the child make progress. Strategies will be recorded and monitored to evaluate progress. An Individual Support Plan (ISP) may be used at this stage to record targets and strategies to support the child's individual needs, this

takes the form of a four-part cycle known as the graduated approach – Assess, Plan, Do, Review.

Progress will be reviewed at least once a term. When the review takes place the class teacher and SENCo will decide if the progress now being made is adequate. If the concerns remain a decision will then be made whether or not to put the child on the SEND register at SEN Support based on the criteria outlined above, in line with the SEN Code of Practice (2015).

SEN Support

Escalation to SEN Support will be decided by the class teacher in consultation with the SENCo following a period of observation and monitoring, for a child who, despite receiving differentiated learning opportunities:

- makes little or no progress in his/her identified area of need;
- is working at assessment levels significantly below those designated for his/her chronological age, especially in English and Mathematics;
- has persistent emotional and/or behavioural difficulties despite a range of positive behaviour management strategies as outlined in the school behaviour policy;
- has sensory and/or physical concerns and continues to make little or no progress despite provision of specialist equipment and resources;
- needs a higher level of intervention than that provided by the observation/monitoring stage.

The SENCo and class teacher will discuss the child's SEND with the child's parents/carers and will decide on the action needed to help the child to progress in light of earlier assessments and support. An Individual Support Plan (ISP) will be put into place and targets set to support the child's individual needs, this takes the form of a four-part cycle known as the graduated approach – Assess, Plan, Do, Review.

At this stage external agencies may not be involved directly, except for occasional support for general training. This might also include more regular support from health professionals, depending on the need of the child.

School based provision may include a combination of:

- different learning materials;
- special equipment;
- use of ICT;
- group or individual support;
- support from curriculum planning/differentiation;
- Warren Club (nurture)
- Circle of friends
- Lego therapy
- Visual aids e.g. visual timetable, now/next board
- Makaton signing
- Booster sessions for maths, reading, writing, phonics or spelling

- a range of management strategies and/or alternative arrangements based on specialist advice
- a range of teaching approaches;
- staff development and training.

When an ISP is used, targets will be set and reviewed at least termly. When the ISP is reviewed, current targets will be assessed and adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If, at this review, it is felt that, despite receiving an individualised programme, the child continues to make little or no progress, the decision could be made to seek specialist advice from external agencies.

Where external advice is sought the SENCo, with parent/carer consent, will arrange a referral for consultations/assessments with the appropriate external specialist(s). Advice will be shared with parents/carers, teachers and support staff as appropriate and will be incorporated into the child's ISP. The ISP will continue to be reviewed termly by the teacher in consultation with the SENCo, LSA/TA, parents/carers and the child.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, a child continues to demonstrate significant cause for concern, an application may be made to the LA for an Education, Health and Care needs assessment.

EHCP - Statutory Assessment and Annual Reviews

The school or parents can make requests for an Education, Health and Care needs assessment.

The application will need to provide evidence and/or information about:

- the school's action through the Graduated Approach;
- the pupil's Individual Support Plan;
- assessment levels;
- attainments in literacy and mathematics;
- educational and other assessments, e.g. from specialist support teacher or an educational psychologist;
- views of the parents/carers and the pupils;
- involvement of other professionals;
- any involvement by the social services or education welfare services;
- the child's medical history (where relevant).

If the request is successful the LA, in consultation with other professional, will provide a plan outlining the objectives and giving advice on provision required. Additional support is then planned and personalised.

EHCP's are reviewed annually in order to assess a child's progress towards meeting the objectives specified in the plan and if necessary, to amend the plan to reflect the new identified needs and provision. The SENCo will organise an annual review meeting involving

all the professionals working with the child, and the child's parents/carers. The views of the child will also be considered at every stage of the EHCP process.

Supporting children with medical needs

Everyone at Broxbourne CE Primary School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips, physical education and enrichment activities. Some children with medical conditions may be disabled and where this is the case our school will comply with the duties under the Equality act 2010.

Some children may also have special educational needs and an EHCP which brings together health and social care needs, as well as their special education provision.

At Broxbourne CE Primary, reasonable adjustments are made to include children with medical needs including the provision of auxiliary aids and services for disabled children to prevent them being put at a substantial disadvantage.

Please refer to Broxbourne CE Primary School Policy on Supporting Children with Medical Conditions.

Teaching and Learning

At Broxbourne CE Primary, we believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable children to reach their challenging targets but without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Children at SEN Support are deliberately challenged in the attempt to close the attainment gap. Interventions are often crucial in closing these gaps. They are monitored closely by the class teachers, SENCo and Headteacher.

Interventions are planned in sessions lasting no longer than half a term. The child's progress is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention or to allow for a period of consolidation in class.

Adaptations to the curriculum teaching and learning environment

Our school environment is disability friendly. Adaptations to the physical environment will be made, as appropriate, to accommodate children with physical and sensory disabilities.

All of our classrooms are inclusion friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. this is good practice to support all children but is vital to those who need it. We will endeavour to help all of our children to access the Early Years Foundation Stage Outcomes and the National Curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas may be adapted and made accessible by using a range of visual, tactile and concrete resources.

Access to enrichment activities

All of our children will have equal access to enrichment activities which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCP)

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to SEN and EHCP's.

Staff training and professional development for SEND

The SENCO holds the National Award For SENCOs qualification. The SENCO will attend regular training and professional development throughout the year in order to keep up to date with current SEND developments and to widen knowledge of a range of SEN. The SENCO will share relevant SEND training and developments with staff as appropriate.

The SENCO, in consultation with the Head Teacher, will identify or seek out training and development opportunities for members of staff to support them in meeting the needs of the children in their current or future cohort. For example, Makaton training was sought and arranged for an LSA who was supporting a pre-verbal child in our Early Years.

Admission arrangements

Please refer to our Admissions Policy and the information contained in our school prospectus.

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

Our school admissions arrangements can be found online at:

www.broxbourne-pri.herts.sch.uk

Transition Arrangements

At Broxbourne CE Primary, we understand how difficult it is for some children as they move into a new class or a new school and we will do all that we can, according to the individual needs of the child, to make transitions between classes - including preschool/nursery - as smooth as possible. This may include:

- additional meetings for the parents/carers;
- additional visits to the classroom in order to identify the layout and location of facilities e.g. cloak room, toilets
- transition booklets/social stories with photographs of key adults and locations around the classroom and wider school.

Enhanced transition arrangements are tailored to meet the needs of individual children.

Transition to Secondary School

The SENCo/class teacher will liaise with the secondary school to discuss the individual needs of the child transferring. Where possible, EHCP plans will be reviewed in collaboration with the secondary school and additional transition arrangements may be made if appropriate e.g. additional transition visits, support with travel arrangements etc.

Links with other agencies

Broxbourne CE Primary school receives external support from a range of outside agencies such as:

- Educational psychologist
- Speech and language therapist
- Visual impairment team
- Occupational therapy
- Physiotherapy
- Early years support
- Communication and Autism specialist
- Middleton outreach
- SPLD outreach
- School nurse
- CAHMS
- Square 1
- PALMS

Working in partnership with parents/carers and pupils

Parents/carers and pupils will be fully involved in all decisions related to special provision. Parents/carers will have choice and control over formal processes. Regular meetings and reviews will take place, assessment data will be readily available and reports from external agencies will be shared. Pupils will have regular opportunities to discuss what they need support with and how they feel they can be helped.

To find out more about the provision Broxbourne CE Primary School offers, please refer to our SEN Information Report (School Offer). This can also be found on our website.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the SENCo or Head Teacher. For a problem that might need time to be explored, parents/carers should make an appointment. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Our school complaints policy can be found online at:

www.broxbourne-pri.herts.sch.uk

Evaluating success

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring classroom practice by Head Teacher/SENDCo/Subject Leaders;
- analysis of teacher assessment data;
- progress data for pupils on SEN register;
- monitoring of practices and procedures by SEN governor;
- involvement of parents/carers/children at all stages;
- using review procedures to evaluate the effectiveness of ISPs.

The governing body will monitor and evaluate this policy by receiving analyses of progress and attainment of children with SEND (anonymised). The Governor with particular responsibility for SEND meets with the SENCo termly to discuss all aspects of SEND provision.

Appendix 1 - Arrangements due to Covid-19

During the period of school closure due to Covid-19, a place at school is offered to all children with EHCP plans.

Attending school is not compulsory and will be the choice of parents/carers.

If parents choose to keep their children at home, the offer of a place in school will remain open and parents/carers can arrange to take up this place at any time.

School will use 'Reasonable Endeavour' to ensure we meet the SEN needs of all children on our SEN register.

This will include:

- Weekly class catch ups via google classrooms
- Differentiated at home learning and expectations via google classroom/tapestry (as applicable)
- Parent support with home learning (as applicable)
- Additional personalised where appropriate.

Children on our SEN register will receive transition support for returning to school where appropriate.

All requests for EHC needs assessments will continue to be submitted by school in the usual way. The assessment process may be a little different due to the working arrangements of other professionals during this time. Hertfordshire aim to complete the EHCP process within the usual time scales.