

Special Educational Needs and Disability (SEND) Policy

Reviewed by	Approved by	Date of approval	Version approved	Next review date
Lynsey Baxter	Governing body	September 2021	Version 2	August 2022
Lynsey Baxter	Governing body	September 2022	Version 3	August 2023

Introduction

Brooke Primary Academy is based in Thorne and is a part of the Venn Education Trust. Mrs Lynsey Baxter is the named SENCO and holds the Government SEND Co-ordinator qualification. The Governor responsible for SEND is Mr Richard Breckell. Together, they ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Statement of intent

At Brooke Primary Academy, we hold a firm belief that all children have an equal right to a full and rounded education to support them in achieving their full potential. We aim to be an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matter. The curriculum is tailored to ensure that those pupils who require additional support have access to provision that is tailored to meet their needs and allows them to flourish. Any barriers to learning and participation will be addressed so that pupils will be provided with equal opportunities. A wide variety of strategies are used to meet the needs of individual children that are 'additional to and different from' that provided within the differentiated curriculum. This is to ensure that we better respond to the four areas of need identified in the new Code of Practice (2014). The areas of need are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory/physical

For further information on the areas of need, please see the **SEND Code of Practice 2014**.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision is educational or training provision

that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First Teaching and all relevant and purposeful interventions and strategies being in place.

(Special educational needs and disability code of practice: 0 to 25 years)

Aims and objectives of this policy:

At Brooke Primary Academy we aim to make every child's experience at school the best it can be. We want to ensure that all children are happy and provided with the opportunities to succeed and grow to be confident and independent individuals. The Special Educational Needs and Disability policy states the values that underpin our practice within SEND. These include:

- to work in partnership with families and others involved in the care of children in our school to ensure all medical, health and social care needs are met
- to ensure all teachers and support staff have a good understanding of the Code of Practice 2014 and have regular and consistent professional development to ensure a high level of staff expertise
- to create a positive learning environment which engages all children and will support them in achieving their true potential
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to ensure that all children have full access to all elements of the school curriculum through providing reasonable adjustments
- to develop confidence in partnership by collecting the views of parents, carers and children on a termly basis
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services

Equal opportunities and Inclusion

We aim to ensure inclusion for all pupils by taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances to ensure that all pupils are prepared for full participation in a multi-ethnic society. We continually assess and measure the impact of our provision through meetings with our SEND co-ordinator and individual teachers. We aim to ensure all children have equal access to succeeding in all areas of the curriculum.

At Brooke Primary Academy we pride ourselves on developing positive and effective relationships with our children. We respect and understand that children learn in different ways and therefore provide a variety of strategies for learning.

A graduated response to special educational needs

At Brooke Primary Academy we understand that good practice in Special Educational Needs is promoted and embedded throughout the whole school. We believe effective co-production with all stakeholders is key to supporting and developing the child in achieving their learning potential. We strive to ensure that all parties working with the child have a clear understanding of their roles and responsibilities.

Whole school general Identification and Assessment

All our children's needs are identified and met as early as possible through:

- children entering the setting will be assessed and any needs will be identified at this point or from communicating with previous settings and/or other services.
- Listening to and following up teacher/staff concerns
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of key Stage achievement to track individual children's progress over time

Brooke Primary uses a variety of formative and summative assessment methods including analysis of data and pupil progress meetings to support us in identifying children who require support that is 'additional to and different from' that provided within the curriculum.

Monitoring children's progress

If the above procedures have highlighted a child would benefit from receiving support over and above that which is normally available within a particular class or subject, then the school will adopt a graduated response. Initially, this will begin with discussions between the class teacher and parents/carers. Class teachers will highlight the difficulties and areas of need for the child and it is the class teacher's responsibility to complete a cause for

concern and notify the SEND co-ordinator of any concerns. The class teacher, with support of the SEND co-ordinator, will put into place strategies and/or interventions which will help to support the child and enable them to make progress. At this point, the school may involve external agencies if we feel their support is required. Following this, the school will then monitor and record the steps taken. A monitoring period of 6 weeks will take place and within this time we would expect to see progress being made. Adequate progress includes:

- the attainment gap being closed between that of the child and their peers
- the attainment gap being prevented from getting wider
- access to the full curriculum
- Progress that is similar to that of their peers starting from the same attainment baseline

If, at the end of this monitoring period, the child has not made expected progress, then, in consultation and with permission of their parent/guardian the child will be put on the SEND register.

If a child is placed on the schools special educational needs register, they will then be issued with an SEN Support Plan and termly meetings will be held between the class teacher and/or the SEND co-ordinator and parents/carers as part of the 'assess, plan, do and review' process. During these meetings, the child's progress will be discussed and SMART (specific, measurable, achievable, realistic, time constrained) outcomes will be set. Interventions will be formalised and the learning targets will be implemented within the classroom. The child's learning targets will be monitored closely by the class teacher and will be reviewed at the next termly meeting. If, over a period of time, the child has continued to make little or no progress, then the need for a Statutory Assessment will be considered.

Removal from the SEND register

The SEND register is fluid, which means that children do not necessarily remain on the register if they are identified as making sufficient progress and provision over and above QFT is no longer required.

If a child is on the SEND register, their progress is monitored through the following:

- Termly analysis of data to track individuals progress over time
- Intervention provision maps
- SEND support plans
- Steps assessments
- Pupil progress meetings

If children are identified as making sufficient progress and provision over and above quality first teaching is no longer required, conversations between the SENCO and teaching staff will take place.

It will be discussed as to what would provision would be required to remain in place and parents will be invited in to discuss the progress the child has made. Through collaboration and agreement with parents, children will be removed from the register and will be recorded as Cause for Concern. Strategies will be recorded on the child's Cause for Concern

and stored in the teachers PIP, ensuring this information is passed on to appropriate members of staff as and when required.

Children's progress will continue to be monitored through whole school policy and if it is identified that further support is required, the graduated response will be implemented as above.

The role and responsibilities of the SEND Co-ordinator

At Brooke Primary Academy the SENCO will be responsible to ensure that the provision is tailored to meet the needs of the child through:

- ensuring the Academies SEND policy is implemented
- supporting all staff in the implementation and delivery of SEND throughout school
- identify training needs of staff to develop expertise
- managing and storing records of all children with SEND
- working in partnership with parents
- implementing effective transition for SEND pupils both within school and when leaving/attending our setting
- liaising with all relevant external agencies
- co-ordinating and developing an outcome led termly review which will identify next steps and provide advice and strategies to support the child in class
- ensuring that children who are working below age related expectations will receive a bespoke, creative curriculum tailored to their outcomes.
- work sampling and moderation
- observations of the child to monitor the provision and support delivered in class

Partnership with parents

Our Academy understands the importance of working closely with our parents as they hold the knowledge and understanding of the child from birth and in the home environment. Therefore, we aim to develop effective and positive relationships with our parents/carers to promote the best outcomes for our children. We aim to do this by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome and valued
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing
- instilling confidence that the school will listen and appropriately.
- focussing on the child's strengths as well as areas of additional need
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets
- making parents and carers aware of sources of information, advice and support
- providing all information in an accessible way for parents with English as an Additional Language
- producing an SEND Information Report that will be published on the school website

- publishing information about the Pupil Premium (expenditure and impact) on the school website.

Involvement of Children

We believe that all children have the right to be involved in making decisions and exercising choice. In most lessons, our children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully (if age appropriate) by encouraging them to:

- identify their own needs and how they learn best
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- monitor their success at achieving the targets on their SEND Support Plan
- create a One Page Profile (which will be updated termly) of their likes, dislikes, family, friends, strengths needs and aspirations.

Request for statutory education, health and care assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted and parents will be kept informed throughout the process through the school SEND co-ordinator.

If a child is issued with an Education, Health and Care Plan, termly reviews will occur to review their short term targets and an annual review will be held once per year to review the medium and long term outcomes and the nature of the provision in place.

Personalised learning

At Brooke Primary we understand that personalised learning is key to a child's success. Specific strategies and interventions put in place will be personalised and relevant to the child's own particular needs. These strategies will be recorded with the child's SEN Support Plan. As part of this process, we seek the child's voice, as well as that of the parents, whose support is vital in achieving progress and maintaining it.

Access to the curriculum

We believe that all children have the right to a broad and balanced curriculum in which adaptive teaching methods support meeting the needs of the child. By achieving this we ensure that children feel a sense of self-worth, they are proud of their achievements and

develop feelings of success. In order to support this, teachers use a range of strategies to meet the needs of children with Special Educational Needs. They receive specific training on adaptive teaching methods and scaffolding work effectively, as well as understanding the different learning styles of children. The use of assessment allows teaching staff to understand the needs of the child more effectively and tailor the learning to their specific requirements.

Children who are working two or more years below age related expectations are assessed against the steps assessments in addition to those identified above. The steps assessments employs a small steps approach. Through breaking down the existing levels of attainment in to finely graded steps and targets we ensure that all children achieve success and progress in their learning. The steps assessments help to generate and form their personalised SMART targets to work on throughout the assess, plan, do and review process. All teaching strategies and personalised provision will be identified to ensure they achieve their targets.

The engagement model is statutory from September 2021. This is an assessment tool that teaching staff will use to support children working below the national curriculum standard and is based on regular observations which help to capture a child's progress. The five areas that the tool assesses are:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

If a pupil is being observed using the engagement model, parents will be informed and regular updates on their progress will be provided.

At Brooke Primary Academy we support our children by understanding that they are entitled to share the same learning experiences to that their peers enjoy. Wherever possible, we do not withdraw the child from the classroom, although there are times where we feel that the child may be best supported in one to one or small group situation outside of the classroom environment.

Allocation of resources

Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will use this budget to contribute to meeting additional needs above the usual teaching and learning entitlement.

The SEND co-ordinator is responsible for the operational management and resourcing of special educational provision within the school, including that of children with an Education, Health and Care Plan. The head of school and SEND co-ordinator informs the governing body of how the funding for special educational needs provision has been deployed.

The role of the governing body

The governing body reviews the SEND policy annually and it is their responsibility to challenge and ensure the policy is put into practice. They guarantee that teachers are aware

of their responsibility towards children with special educational needs and ask probing questions regarding the use resources and the delegation of funds.

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CIcEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emt看@doncaster.gov.uk

Information on where Doncaster Local Authority's Local Offer is published

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

This SEND Policy was updated in September 2022 and will be reviewed annually by the Governing Body.

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