

Broomfield Primary School



SEND Policy

BROOMFIELD PRIMARY SCHOOL

October 2023

Review Date : September 2024

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

At Broomfield we believe that every learner is entitled to benefit from access to a rich, varied, challenging and inspiring curriculum which takes account of unequal starting points and is provided irrespective of age, disability, ethnic background or gender enabling each individual to fulfil his or her full potential to the highest possible standard.

1 Introduction

This Policy conforms to the SEND Code of Practice September 2014 and the Special Educational Needs and Disability Act 2001.

- 1.1 This school provides a broad and balanced curriculum for all children from Reception onwards. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular needs and assessment requirements that could create barriers to learning.
- 1.2 All pupils' requirements are taken into consideration and provision made, through team meetings and data analysis by Senior Leaders. This is to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3 This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Children may have special educational needs either throughout, or at any time during their school career.

2 Aims and Objectives

2.1 The aims of our policy are:

- to create an inclusive environment that responds early and appropriately to meet the special educational needs of each child;

- to ensure that the special educational needs of children are identified, assessed quickly and matched by appropriate provision;
- to make clear the expectations of all partners in the process including Local Authorities (LAs), schools, parents, pupils, health and social services and other agencies;
- to ensure that all children regardless of their ability receive quality first teaching;
- to ensure that special educational needs provision is kept under review to assess the impact of interventions for each child, the child's progress and the views of the child, their teachers and their parents;
- to build on the success of each child, developing best practice when devising interventions;
- to enable all children to have full access to all elements of school life, and to feel secure and know that their contributions are recognised and valued.

3 Educational Inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:

- have different needs, whether these be educational, emotional, physical, social, mental health or sensory;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Children and young people with SEND may find it harder to learn than other children of the same age. They may need extra help because of a wide range of needs:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory or Physical Needs.

Teachers respond to children's needs by:

- providing support for children who need help with speech, language and communication;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to regulate their emotions, particularly trauma or stress, manage their behaviour and to take part in learning effectively and safely;
- considering the views and wishes of the child and encouraging them to contribute to decisions made about their education where appropriate.

4 The role of the SENCo

- 4.1 The Special Educational Needs Co-ordinator (SENCo), in collaboration with the Head Teacher and Governing Body, plays a key role in determining the strategic development of the Special Educational Needs policy and provision in the school in order to raise the achievement of children with SEND.
- 4.2 The key responsibilities of the SENCo include:
- monitoring and evaluating the Special Educational Needs Provision throughout the school;
 - overseeing the day-to-day operation of the school's Special Educational Needs Policy;
 - co-ordinating provision and resources for children with Special Educational Needs;
 - overseeing phase group provision maps and curriculum planning;
 - liaising with and advising fellow teachers and Learning Support Assistants;
 - overseeing the records of all children with Special Educational Needs;
 - liaising with parents / carers of children with Special Educational Needs;
 - contributing to the in-service training of staff;
 - liaising with external agencies including the LAs SEND Operations Team, Health Authorities, Social Services and other voluntary bodies;
 - regular meetings with the Head Teacher to review SEND;
 - meetings with the Special Educational Needs Governor;
 - liaising with SENCos at pre-school and secondary schools on provision and on transfer to other mainstream primary, secondary and special schools;
 - participating in SENCo Cluster Group meetings and keeping informed of current Special Educational Needs developments.

5 The role of the Governing Body

The Governing Body has important statutory duties towards pupils with Special Educational Needs. This includes:

- 5.1 determining, in co-operation with the Head Teacher, the school's general policy and approach to provision for children with SEND; establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.
- 5.2 Our school has a named Special Educational Needs Governor who takes a particular interest in and monitors the school's work on behalf of the children with Special Educational Needs.
- 5.3 Children with special educational needs are admitted to the school in line with the school's agreed admissions policy.

6 The role of the Headteacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head Teacher keeps the Governing Body fully informed and also works closely with the school's SENCo.

The Head Teacher and the SENCo meet to agree on how to use funds for pupils with Special Educational Needs.

7 Assessment

In order to help children who have Special Educational Needs, our school has adopted the graduated response that encompasses an array of strategies as set out in the Special Educational Needs Code of Practice 2014 and in accordance with Essex County Council guidelines.

In order to identify children with Special Educational Needs the following criteria can be used:

- Development Matters 2021 for Reception;
- Teacher assessment;
- Parental concern;
- Results of Key Stage 1 SATS;
- Results of standardised tests, including those utilised internally;
- Referrals from other schools, pre-school provisions and local health authority;
- Child self-assessment;
- Recommendations from outside agencies.

SEND SUPPORT

High Quality Teaching and Monitoring

- When a class teacher identifies that a pupil may have Special Educational Needs or has a Disability, the class teacher devises a plan for personalised interventions additional to or different from those provided as part of the school's usual differentiated curriculum for all children. These interventions may initially be delivered as part of the child's daily teaching within class and may include: additional scaffolding of activities through personalised resources such as word banks; supportive equipment such as coloured overlays or pencil grips; or personalised short activities throughout the day to meet the individual child's needs, such as memory games, access to sensory resources, or breaks for physical activity.
- The class teacher is responsible for planning and delivering personalised support as part of their High-Quality Teaching. Learning Support Assistants may deliver programmes and interventions relevant to the child's needs under the direction of the class teacher. In

some cases, the SENCo may take the lead in overseeing the planning of interventions for the child, in discussion with colleagues either individually with the class teacher, or as part of a considered plan with the Senior Leadership Team (SLT) or with other outside agencies or professionals. This provision will be monitored and reviewed as part of the SEND graduated approach: Assess; Plan; Do; Review.

- If despite the Quality First Teaching and the personalised interventions the progress is still a concern, then children will have a One Plan put in place.

One Planning

- Children's and parents' views are paramount in devising a person-centred record of targets and provision. The class teacher is responsible for formally recording this provision. This documentation is known as a One Plan.
- The SENCo will have a whole school overview of the One Planning process, as well as the specific provision for individuals.
- In some circumstances the SENCo and class teacher may be provided with advice or support from outside services.
- Class Teachers or Learning Support Assistants may deliver programmes and interventions relevant to the child's needs. These should be evident in the provision detailed on the child's One Plan and should be subject to monitoring through the Assess, Plan, Do, Review cycle.
- The SENCo should take the lead in any further assessments of the child, which may arise following the Assess, Plan, Do, Review cycle. The SENCo will support the class teacher with planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken.
- If it is felt to be beneficial, the SENCo and class teacher, in consultation with parents, may ask for help from external services.

Statutory Assessment for an Education, Health and Care Plan (EHCP)

The Special Educational Needs of the majority of children should be met effectively within mainstream settings without the LA needing to make a statutory assessment. **In a very small number of cases** the LA will need to make a statutory assessment of Special Educational Needs and then consider whether or not to issue an Educational Health Care Plan.

Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the child's school and, as appropriate, other agencies, as to whether the statutory assessment of the child's special educational needs is necessary. If it is felt by the LA that this assessment is necessary, they should conduct the assessment in close collaboration with parents/carers, schools and other agencies.

A child will be brought to the LA's attention as possibly requiring an assessment through:

- a request for an assessment by the child's school or setting;
- a request for an assessment from a parent or carer;
- a referral by another agency.

Having considered evidence, the LA may be able to identify immediate remedies that would mean a statutory assessment was not necessary. Where an LA decides not to initiate an assessment for an EHCP, they must write to the parents telling them of that decision and the reasons. The LA must also tell the parents of their right to appeal to the SEND Tribunal against the decision and set out the time limits for appeal, the availability of parent partnership and disagreement resolution services, and the fact that the parent's right of appeal cannot be affected by any disagreement resolution procedure.

On the other hand, consideration of all the evidence may suggest that a statutory assessment would help to fully identify the child's special educational needs. After deciding to make a statutory assessment, the LA must seek advice from parents, education, health, psychologists and social services. Having received all the advice, the LA must decide whether it needs to issue an EHCP. An EHCP should specify clearly the provision necessary to meet the needs of the child. It should detail appropriate provision to meet the identified need.

The school will plan the provision for the child with regard to the recommendations outlined in the EHCP, working towards objectives as set out in the One Plan. Parents/carers will be invited to termly review meetings where progress will be discussed and new outcomes set. Children are invited to contribute to the meeting.

Each year there will be an annual review of the EHCP to which relevant agencies may be invited. Details of progress over the year are recorded and new objectives set for the coming year.

8 Partnership with parents/carers

All parents/carers of children with SEND are treated as partners. We encourage them to take an active and valued role in their child's education. The school values highly this close partnership and takes account of their concerns, recognises the personal and emotional investment of parents/carers and is aware of their feelings. The school ensures that parents/carers understand procedures, are aware of how to access support in preparing their contributions and are given relevant documents and information.

The school may refer parents to outside agencies in order to support further opportunities to talk to other parents who have similar experiences, or to receive further advice from other professionals. Information to support children with SEND, their parents and other family members can be found on our school website under SEND.

Where a parent has a concern about their child's special educational needs, this should first be communicated to the child's class teacher. If further advice or support is required, the SENCo will instigate further action and report back to both parents and the class teacher. This should be instigated through the use of a SEND Cause for Concern form completed by a member of staff. Should this level of intervention and support not fully address parental worries or fully meet the child's needs, the Head Teacher may be informed. They will gather information from all parties involved. If the matter continues to be unresolved the parents are requested to put their concerns in writing and these will be forwarded to the Special Educational Needs Governor.

Glossary

- SEND – Special Educational Needs and Disabilities.
- SENCo – Special Educational Needs Co-ordinator.
- LA – Local Authority.
- LSA – Learning Support Assistant
- EHCP – Education, Health, Care Plan
- SEN Tribunal – an independent body which has jurisdiction under section 333 of the Education Act 1996 for determining appeals by parents against LA decisions on assessments and statements. The Tribunal's decision will be binding on both parties to the appeal.

At Broomfield:

The SENCo is **Jane Kain**. The SENCo's working days in school are Monday, Wednesday and Thursday. **Temporary SENCo available Tuesdays & Thursdays.**

The Named Governor with responsibility for Special Educational Needs is Tim Hodge who will monitor the effectiveness of this Policy in liaison with SENCo.

Reviewed October 2023