

At Broadmere Primary School we are **SAFE, RESPECTFUL** and **RESPONSIBLE**.

Special Educational Needs Policy

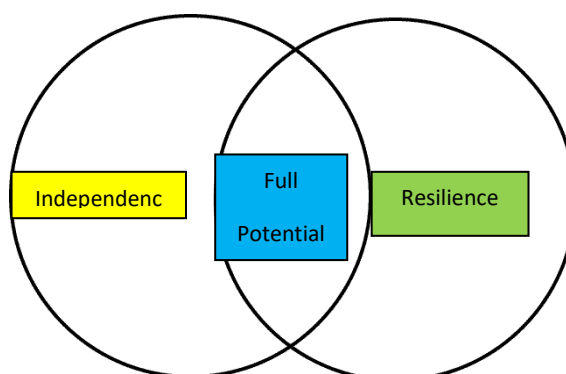
Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, January 2015.

Vision Statement

Broadmere Primary School, all members of our school community are encouraged to be **safe, respectful** and **responsible**. It is everybody's duty to ensure that this happens. We want all to feel safe, to learn to be respected and show respect to others and to be responsible members of our community in deciding what actions to take both in education and recreation.

Our vision for pupils with SEN is that they will build independence and resilience to enable them to reach their full potential.



Definition of SEN

Broadmere Primary School Primary School, we use the definition of SEN and for disability from the SEN Code of Practice 2015. This states:

SEN: 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 education provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day

The SEND Aims of the School

Broadmere Primary School Primary School are committed to providing an appropriate and high quality education to all the children attending the schools.

We believe that all children, including those identified as having special educational needs and disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Broadmere Primary School is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

Staffing

We recognise that every teacher is a teacher of every child, including those with SEND (Special Educational Needs and Disabilities).

There is a SENDCO (Special Educational Needs and Disabilities Coordinator) who is also part of the Senior Leadership Team.

The SENCO has day- to- day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual children identified with SEN, including those who have Education, Health and Care Plans (EHCP). Part of the role of the SENCO is to coordinate arrangements with the class teacher regarding those children identified with SEN and disabilities.

Inquiries about an individual child’s progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Michelle Moodaley, the SENCO.

SENCO Name Mrs Michelle Moodaley

Contact: 01932 -343747

SEN Governor: Fazilath Nazir

Designated members of staff for Safeguarding: Mandy McDowall, Michelle Moodaley, Elzane Vosloo, Robyn Bennet and Loubna Mehmood

Designated member of staff for PP/LAC: Michelle Moodaley

Designated member of staff for meeting medical needs of pupils: Karen Roberts

Designated member of staff for meeting attendance needs: Robyn Bennet

Lead DSL: Mandy McDowall (Head Teacher)

Part of the roles and responsibilities

1. To identify and provide for pupils who have special educational and additional needs.
2. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
3. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To, where possible and appropriate, provide full access to the curriculum through differentiated planning by class teachers, and support staff as appropriate.
6. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as requiring SEND support.
7. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents & carers.
8. To enable children to move on from us well equipped in the basic skills of English, maths and social independence to meet the demands of secondary school life and learning.
9. To involve parents & carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.
11. To provide challenging and enriching learning for children identified as Gifted and Talented.
12. To ensure a smooth transition occurs when there is a school placement change.

“Every teacher is a teacher of every child or young person, including those with SEN.”

Identifying Special Educational Needs

At Broadmere Primary School Primary School we identify the needs of our pupils by considering the needs of the whole child which will include not just their special educational needs. The 4 broad categories of needs are Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health Difficulties and Sensory and/or Physical needs.

We will also consider what is not SEND is but may impact on progress and attainment:

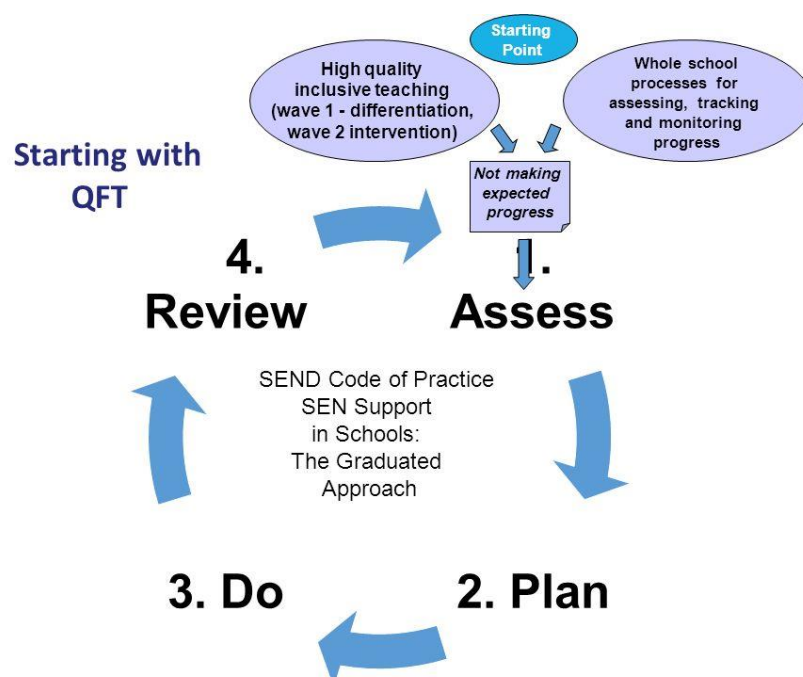
- Disability
- Attendance and Punctuality
- English as an Additional Language (EAL)
- Pupil Premium
- Being a Looked or previously Looked After Child
- Being a child of a Serviceman/woman or from the traveller community.

Concerns relating to a child's behaviour will not be identified as a need but rather as an underlying response to a need.

Managing Pupils needs on the SEND register

At Broadmere Primary School Primary School, we follow the Graduated Approach when identifying and supporting children with SEND.

The Code of Practice states that '**all teachers are teachers of children with SEN**'. At Broadmere Primary School Primary School we have a whole school approach to SEND support. We work together to follow a cycle of assess – plan – do – review.



Class teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants and specialist staff.

8.5 All staff at Broadmere Primary School Primary School have a shared understanding of Quality First Teaching (QFT). Universal is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. This is the first step in responding to pupils who may have SEN. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

The progress of every child in the school is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching, they are discussed with the Head teacher, Assistant Head and SENCo and a change in provision through QFT and/or additional provision is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers.
- Expected progress may also not be made if:
 - a child has greater difficulty in learning than the majority of children of the same age;
 - a child has disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

As part of the graduated approach, we follow the cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Assess: We will ensure that we regularly assess all children's needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parent/carer and the child. In some cases, we will draw on the assessments and guidance from other educational professionals and from health and social services where appropriate.

Plan: Where School SEN Support is required, the parents are informed to let them know that their child is being placed on the SEND register. Targets will be shared with them and all staff working with the child will be made aware of the plan.

Do: The class teacher remains responsible for ensuring the provision takes place for the child on a daily basis. The class teacher will liaise closely with TAs or specialist staff who

support the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by teacher, SENCo, parent/carer and the child. This will involve the planning of next steps for a further period which may include escalating the child to Specialist SEND Support or where appropriate, the removal of the child from School SEN Support.

Paperwork for children with SEN (at School SEND support and Specialist SEND support level)

Once a child has been identified as needing School SEN Support, an Individual Support Plan will be created for the child. This will include outcomes, targets and strategies to be used and will be shared with the parents and where appropriate, the child.

Moving to an EHCP (Education, Health and Care Plan)

If children do not make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The amount of support a child needs to make progress exceeds the budget the school receives to support children at SENS
- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

If the application for an EHC Plan is successful, a member of the Local Authority will gather contributions from parents, the child and the school together with any health or social care professionals who are involved with the family. Once the LA have gathered and read all contributions they will produce the EHC Plan which will record the decisions made at the meeting.

Supporting Pupils and Families

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for their child with special educational needs

- If required, parents will be supported to access the Local Authority's Local Offer - www.surreylocaloffer.org.uk
- The school will make links with other agencies to support the child and their family.
- When the pupil moves between classes, Key Stages or schools the SENCo will ensure that support is given to maintain a smooth transition.

Supporting Pupils at School with Medical Conditions

See Supporting Pupils with Special Medical Needs policy

Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010 and Department for Education's guidance released in April 2014 "Supporting students at school with medical conditions."

Monitoring and Evaluation of SEND

The SENCo report to the SEND Governor and the Senior Leadership Team regularly.

Training and Resources

- The SENCo regularly attend the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around our SEND provision and practice.
- Where a specific need for training is identified to meet a child's needs the appropriate member of staff will receive that training.
- SENCo attend conferences and courses to enhance their understanding of SEND needs. They then share that information with teachers and Teaching Assistants through staff meetings or 1:1.
- Whole staff training is given by outside agencies to keep up to date with good practice.

(English as an Additional Language) EAL

The vast majority of our pupils have English as an Additional Language. Progress in the acquisition of English is monitored using the EAL Development Stages 1 – 5. This continues until a pupil reaches the expected level of English for their age.

Strategies and interventions that support EAL pupils include Read Write Inc, Talk Partners, the use of paired talk in lessons, word walls and a focus on explaining new vocabulary in all lessons.

Storing and Managing Information

All information regarding pupils is kept securely in locked cabinets in the school's main offices.

In line with the school's Data Protection Policy, all information kept electronically is only stored on secure school equipment protected by passwords or encryption.

Complaints

Throughout the Pathway Process there are opportunities for Reconciliation. For any other complaints refer to the school's Complaints policy.

Reviewing the Policy

This policy will be reviewed annually.