



Brumby Junior School

# Brumby Junior School Special Educational Needs and Disability policy 2017-2018

Reviewed: 31<sup>st</sup> July 2017

Next reviewed: 31<sup>st</sup> July 2018

This policy was created by the school's SENCo (Special Educational Needs Co-ordinator) in liaison with the Head Teacher and shared with the SEND Governor, Senior Leadership Team, stakeholders, parents and families of pupils with SEND. This policy is intended to show the aims, principles and strategies all staff use and apply to ensure the effective and efficient provision of learning for all our pupils, including pupils with Special Educational Needs and Disabilities (SEND).

## **Compliance**

This policy complies with the statutory requirement laid out in the S.E.N.D. Code of Practice 0–25 2014 and has been written with reference to the following guidance and documents: Equality Act 2011: Advice for schools, DfE 2013, Schools SEN Information Report Regulations 2014.

This policy is also in line with our Inclusion, Curriculum, Child Protection, Safeguarding, Behaviour, SEN Information Report 2017 and Equality policies 2017.

## **Our school Admission Arrangements**

Our school is fully inclusive. All pupils are welcome regardless of their individual need. Pupils who meet the admission criteria will be admitted to our school providing the appropriate level of facilities and resources are available to meet their individual needs. Summaries of all the policies are available to parents on request or can be accessed and downloaded via our school website: [www.brumbyjuniorschool.co.uk](http://www.brumbyjuniorschool.co.uk), located under 'policies'.

## **Our School beliefs on S.E.N.D:**

Children have a Special Educational Need/s or Disability (SEND) if they have a learning difficulty which calls for special educational provision to be made 2

for them. We are aware that this can encompass all pupils because, from time to time, all pupils will require specific and differentiated provision of some form. However, some pupils may have a longer term learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age; or have a moderate or severe learning or physical disability which prevents or hinders them from accessing educational facilities generally provided for our pupils of the same age in mainstream schools within the area of the Local Authority.
- Special educational provision means educational provision provided for and put in place for pupils of two or over that is in addition to the educational provision made generally for pupils of their age in schools maintained by the Local Authority (L.A), other than special schools in the area.

### **Our School values on SEND:**

This document provides a framework for the identification of and provision for pupils with any form of Special Educational Needs or Disability at Brumby. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and committed to the agreed strategies.

All staff at Brumby work towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for all pupils with a range of Special Educational Needs and Disabilities.

### **SEND Governor:**

The governing body has appointed Mrs. Janice Moran as the SEND governor who takes a particular interest in and monitors the school's work on behalf of pupils with special educational needs (SEND Code of Practice 2014).

### **Our school morale:**

Education influences and reflects the values of society and the kinds of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin our inclusive and individually tailored curriculum at Brumby Junior School and enable our pupils with SEND in our school to achieve these aims.

Our school is characterised by its warm relationships, optimism, hope, expectation and our continual service to all of our pupils, including those with Special Educational Needs or Disability (SEND). We strive and believe in the best and expect the best. We want all our pupils to enjoy school, to thrive, learn, try their best and for it to be both

enjoyable and fun. We are determined to make every moment count for our pupils, our staff and those we work with. We are striving to leave a legacy for the next generation of staff and pupils: a legacy that is built on strong but flexible systems and structures and a resourceful learning environment that is catered for every individual regardless of need.

**Our SEND aims:**

- To identify at the earliest opportunity all pupils who need additional special provision to support their learning and educational development.
- To ensure that all pupils, including those with SEND are given appropriate support to access the National Curriculum at a level that is appropriate for their learning and individual need.
- To ensure that all pupils, including those with SEND are fully included in all aspects of the school day and are provided with every opportunity to use, develop and improve their abilities to learn and be their best. To develop a strong and trusting partnership of support with all parents and pupils with SEND and have their views known, heard and listened to.

**Our SEND Policy Objectives:**

- To provide a broad, balanced, enjoyable and differentiated curriculum that is relevant to every child's individual needs. To show an understanding that supports and addresses barriers and difficulties in learning and/or behaviour is part of a high quality mainstream education.
- To be aware that any pupil at some time during their education may have a special (or specific) educational need or require additional support or an intervention to enable them to achieve the best in their education and for all staff to be aware and identify this early on.
- To promote self-worth and enthusiasm by encouraging independent learning and target based achievement at all ages. To be aware that every child is entitled to a sense of achievement, whatever their abilities.
- To work and maintain a positive partnership with the pupils' parents and other external agencies to provide for each and every pupil's individual educational needs or disability.
- To regularly monitor, plan, do, review and assess the needs and suitability of provision for all pupils with a special educational need or disability.

**Roles and Responsibilities:** The Special Educational Needs Co-coordinator (SENCo.) at Brumby is Mrs Tait. The SEN coordinator is responsible for:-

- Liaising, writing and supporting staff with following the SEND Policy.
- Advising and supporting staff with pupils with S.E.N.D.
- Updating the SEND register on a termly basis which follows the SEND Code of Practice 0-25 guidelines and Statutory Assessment.
- Supporting and liaising with staff to ensure close monitoring and recording keeping of the progress of pupils of pupils with SEND.
- Organising and chairing Annual Reviews and Educational Health Care Plans for all of our pupils with a Special Educational Needs statement.
- Liaising with all parents with a child with SEN.
- Liaising with external agencies to assess and support all pupils with SEND.
- Liaising with staff to resource pupils and school with tailoring lessons to support our pupils with SEND.
- Supporting and organising training for our Teaching Assistants working with pupils with SEND.

### **Identification, Assessment and Provision:**

Pupils are identified as early on as possible if they require additional support, resources, interventions or specialist provision and are referred to the SENCo by the class teacher or the pupils' parents. The class teacher and SENCo will discuss these concerns with the parents. The SENCo will arrange for an assessment of the child's needs if the outcome is that the child requires additional support or a high level need relating to the following four broad areas of a Special Educational Need:-

- Learning – Speech, Language, Communication or a moderate learning difficulty with work pitched at age related expectations
  - Auditory or Visual impairment
- Physical or sensory needs
- Behavioural, social, emotional or mental health well being

### **Interventions:**

The school follows nationally accepted good practice with regard to Intervention Programmes. The waves of Intervention are as follows:-

**Tier I** – inclusive quality-first teaching for all.

**Tier II** – additional help which offer short-term extra help to accelerate key points of learning. This is provided in class, but can include small groups targeted and;

**Tier III** – offers intensive targeted support when the above intervention is not significantly impacting on the pupils' progress. Pupils requiring this high level of support will have specific individual education plans if their assessment for learning needs regular monitoring and may also require additional advice from the Cluster Advisory

Team or outside agency support. All waves are regularly monitored with entry and exit data and evaluated.

**Statutory Assessment:**

In a certain number of cases, the Local Authority's S.E.N.D board panel team will need to make a statutory assessment of a child's special educational needs or disability and then consider whether to issue an Educational Health Care Plan. Where a request for a statutory assessment referral is made to the L.A, the pupil will have demonstrated significant cause for concern whereby their individual need is affecting their ability to learn at their best independently. The L.A will seek evidence from the school that any action implemented for the pupil has continued for a reasonable period of time without success and that all alternatives have been tried through plan, do, assess and review (2 cycles). Evidence of external agency involvement will also have be sought and implemented.

**Educational Health Care Plan (EHCP):**

The statement (Educational Health Care Plan) will provide details of:

- Personal details about the pupil including full name, home address, parent contact details current, previous school settings attended, D.O.B, year group etc.
- The pupils' individual special educational need/s identified and the additional interventions and resources, outside agency support they are currently receiving
- The arrangements to be made for monitoring their progress and setting annual achievable objectives and targets tailored to the individual child
- The provision that the L.A consider necessary to meet the child's special educational needs or disability within school.

The EHCP or statement will be reviewed at least annually by the SENCo, involving parents/carers, all staff working with the individual pupil and external agencies working and supporting with the individual to report on progress made and to amend objectives and provision where appropriate.

**Allocation of resources:**

Resources are allocated for pupils with special educational needs and disabilities by the finance committee of the governing body. The SENCo, in consultation with the Head teacher and SEND Governor, is responsible for the use of these resources and the deployment of the designated support staff.

The allocation of support times to pupils who require additional support is calculated on the basis of time given per class and the level of need among 6

pupils within classes. Pupils with special educational needs or/and disability statements are treated individually according to the level of their needs and the requirements of their EHCP but still following our inclusion and positive behaviour policies within school.

**Providing curriculum access and inclusion:** The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:

- Setting suitable and achievable learning challenges
- Responding to all pupils diverse and individual needs
- Overcoming potential barriers to learning and assessment

The school strives to be fully inclusive through:

- Providing a broad, balanced, creative and enjoyable curriculum to all pupils, with the opportunity to join in all the activities in our school
- Use different teaching strategies according to each individual pupils' needs
- Promote a fully inclusive ethos for all pupils, regardless of need
- Having high expectations and setting suitable targets for all our pupils in school.

### **Partnership within and beyond the school**

#### **Links with Parents:**

The school will promote a welcoming and friendly ethos to liaise, support and collaborate with parents by:

- Ensuring all parents are aware of the school's arrangements for pupils with special educational needs and/or disabilities.
- Informing all parents when a child is placed on the Special Educational Needs Register by sending out a letter and offer the opportunity for discussion with the class teacher and SENCo.

• Holding formal consultations and meetings with the SENCo, class teacher, parents and outside agencies to discuss the child's individual needs and approaches to addressing and supporting their learning and abilities successfully. Yearly Annual Reviews will take place for pupils with a Special Education Needs or Disability statement (Educational Health Care Plan).

In our school we encourage all pupils, including pupils with a Special Educational Needs and disability to participate in all their learning by: 7

- Being involved in their own target setting and identifying teaching and learning strategies that work for them and how to apply additional learning resources to support them with this.
- Incorporating their views in every aspect of their education
- Encouraging independence and developing life skills.

#### **Links with other schools:**

Our school will ensure that all transitional arrangements between educational settings are planned, monitored and supported fully to ensure the successful outcomes for all pupils with SEND. We will collaborate with all relevant support services and agencies involved with the child and with parents and is fully supported by our learning mentors- to plan successful transitional arrangements.

#### **Working with External Agencies:**

The school has arrangements for securing access to external support services for pupils with special educational needs and disabilities. This may include liaison with other educational settings and other specialist provision. Access to external agencies would be carried out by the SENCo and class teacher or learning mentors in liaison with the parents.

#### **Staff Development:**

Staff are given regular opportunities to develop their Continual Professional Development and teaching skills to confidently work and support all pupils, including those with special educational needs or a disability. Governors will be informed of school based training and invited to attend whenever it is appropriate. Staff will be involved in developing practices which promote whole school approaches to an inclusive education for all pupils. The SENCo, class teachers and teaching assistants will have opportunities to attend specific courses which are of interest and relevance to the pupils they are working with and supporting.

#### **Evaluating Success:**

The success of the school's Special Educational Needs and Disability Policy and Provision is evaluated through:

- Monitoring of classroom practice by the Senior Leadership Team (Head teacher, Deputy head teachers, Assistant head teachers) Governors and SENCo.
- Analysis of O-track and our half termly assessments data and test results for groups of and individual children
- Value added data for pupils on the Special Educational Needs and 8

Disabilities Register • School self-evaluation • The School Improvement and Development Plan 2017-2019.

**Complaints:**

Any complaints regarding the Special Educational Needs and Disabilities Policy or the provision made for pupils with a special educational need or disability should be addressed in the first instance to the Head teacher, Deputy Head teachers, class teacher, Assistant Head teachers or SENCo. If parents require further advice, they are welcome to arrange a meeting with the SENCo, class teacher and or learning mentor. If a parent feels their child's needs are still not being met they should make an appointment to see the Head teacher or Deputy head teachers. If, however, parents are still concerned they may contact the Special Educational Needs Governor and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The school will inform parents of these services.