








## Special Educational Needs Policy

### Review and Evaluation

This policy was drawn up with the staff of Brampton Primary School and will be reviewed in line with our policy review cycle unless there are significant changes and therefore a need to review it sooner.

Date	Review	Author	Approval by Governors
01/03/2018	Reviewed March 2018	J Israel/R Clark	
27/02/2019	To be reviewed on or before 1 March 2020	J Israel/R Clark	
22/06/2020	To be reviewed on or before 1 July 2021	J. Israel/R Clark	
05/01/2022	To be reviewed on or before 1 February 2023	J. Israel/R Clark	
09/09/2022	To be reviewed on or before 1 October 2023	J. Israel/R Clark	

## 1. Introduction

At Brampton Primary School, we are committed to inclusion. We ensure that all pupils have equal opportunities and access to every aspect of school life – to participate in learning and extra-curricular activities, to achieve to the very best of their ability and to be happy. We recognise that in order to meet individual needs, inclusive practices may look different for different pupils.

Brampton Primary School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Children may experience some Special Educational Need & Disability throughout, or at any time, during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. \*Not all children with a disability will have special educational needs.

According to the 2015 Special Educational Needs and Disability (SEND) Code of Practice, a child is regarded as having SEN if they have –

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age.

## 2. Legislation and Guidance

This policy and our separate SEN Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Aims and Objectives

The aims and objectives of this policy are:

- to identify children with special educational needs & disabilities as early as possible;
- to create an environment that meets the special needs and disabilities of each child;
- to ensure all children have equal access to a broad, balanced and differentiated curriculum;
- to encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage children to be fully involved in their learning;
- to make clear the expectations of all partners in the process and provision of special needs;
- to ensure parents are kept fully involved and are engaged in effective communication about their child's special educational needs & disabilities.

## 4. Roles and Responsibilities

At Brampton Primary School provision for children with special educational needs & disabilities is the responsibility of all members of staff – all leaders are leaders of SEND, all teachers are teachers of SEND, all governors are governors of SEND

*The Headteacher, Mr Richard Clark:*

- Works with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability

*The Special Educational Needs Co-ordinator (SENCo), Mrs Jo Israel, has responsibility for the day to day operation of the SEN policy, and meets regularly with the Headteacher, wider SLT and SEN governor to review the provision for pupils with special educational needs.*

The key responsibilities of the SENCo are to:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs (Education, Health & Care Plans);
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEN support;
- Oversee the records of all children with SEN, ensuring that they are kept up to date;
- Make referrals to, and be the point of contact for, external agencies and support services where appropriate;
- Work with the Headteacher, SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Oversee the arrangement of timetables for pupils and support staff;
- Organise and manage annual reviews of children with Education, Health and Care plans (EHCPs);
- Liaise with KS1 and KS3 to ensure smooth transition processes for children with SEND (Special Educational Needs and / or Disabilities) ensuring that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

*The class teacher has the primary responsibility for the provision of support for children with SEN within their class. Each class teacher is responsible for:*

- The progress and development of every pupil in their class;
- Identifying children within their class who are experiencing difficulty with their learning and who may have SEN;
- Developing Support Plans for pupils with SEN, with the support of the SENCo and/or any specialist teachers involved as necessary.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Liaising with parents regarding the progress of their children and to identify possible barriers to learning.

*The SEN governor, Mrs Kate Wareing, will:*

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Governing Board has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs. The admissions policy has due regard for the guidance in the 2015 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'.

## **5. Educational Inclusion & Access to the classroom**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. As such, Quality First Teaching is our first step in responding to pupils who have SEN. Quality First Teaching is high quality, inclusive teaching for all pupils in class.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure access for all pupils and ensuring learning opportunities are progressive for pupils from their individual starting points;
- Adapting our resources and staffing;
- Taking into account suggested strategies from external specialists and referring to strategies on individual Positive Behaviour Plans where appropriate to ensure all pupils can participate effectively and safely in learning;

- Using learning aids where appropriate – laptops, adapted keyboards, coloured overlays, visual timetables, larger font, etc.;
- Differentiating our quality first teaching approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Wherever possible, we do not withdraw students from the classroom; this reflects our inclusive ethos and ensures all pupils can share the same learning experiences as their peers. However, there may be times where pupils receive small group or 1:1 support outside of the classroom for limited time periods to complete focused intervention work in line with their identified learning needs.

The SENCo will liaise with subject co-ordinators and class teachers to ensure that curriculum planning is accessible to all children and additional resources are available to support learning where necessary.

## 6. Identifying pupils with SEND and assessing their needs

The progress made by all pupils at Brampton Primary School is monitored and reviewed regularly through termly Pupil Progress Meetings. This process may identify that a pupils’ progress

- 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
- Widens the attainment gap Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

\*This may include progress in areas other than attainment, for example, social needs.

Brampton Primary School uses a ‘wave system’ to determine the level and type of support best suited to each pupil. This process allows us to focus on the named children and implement strategies and additional support which is then reviewed on a termly basis to assess effectiveness of provision and the next steps.

WAVE 1 - universal	WAVE 2 - targeted	WAVE 3 - specialist	WAVE 4 - EHCP
<ul style="list-style-type: none"> <li>• High quality differentiated teaching</li> <li>• For all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support: Quality teaching plus extra short-term support</li> <li>• For pupils making slower progress.</li> <li>• Support Plan Optional</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support: additional long-term, individualised support</li> <li>• For pupils still making less progress than their classmates.</li> <li>• Support Plan statutory</li> <li>• Early Help Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support: EHC Plan</li> <li>• For pupils with more complex needs</li> <li>• Support Plan statutory</li> </ul>

If there are concerns regarding a pupil’s progress, a ‘Wave 2 - targeted’ process will be initiated where additional learning needs are identified and monitored over two half terms. Through this process, class teachers will identify the adaptations they have made to their Quality First Teaching approach to try to meet the pupil’s needs and may seek advice from the SENCo in relation to additional adaptations that could be made. Short term group or individual intervention may also be put in place to target identified gaps in learning.

If there continues to be concerns in relation to progress following the ‘Wave 2 - targeted’ process, the SENCO will work with staff to assess whether the pupil has SEN. This process will include classroom observation and the completion of a ‘Learning Profile’ to assess key learning skills.

Where there are concerns surrounding a pupil’s behaviour, assessments will be carried out to determine if there is an underlying special educational need (e.g. undiagnosed learning difficulty, communication difficulty, mental health issue). Persistent disruptive or withdrawn behaviour will not be assumed to be a special educational need.

If it is decided that a pupil requires ‘additional to’ or ‘different from’ support, they will be placed on the SEN register at SEN Support level (Wave 3). In line with the SEND Code of Practice, we will then follow a graduated ‘assess, plan, do, review’ approach.

As is stated within the 2015 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', the needs of a child or young person with SEN will fall into one or more of the following four areas:

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

Once a pupil's area/s of need have been identified, a Support Plan will be drawn up. This document will identify the desired long term outcomes for the pupil, and will include the views and the wishes of the pupil and their parents. We will work together with pupils and their parents to decide on specific, short term Support Plan targets and will identify the additional provision that is to be put in place to support progress towards these.

It is the class teacher's responsibility to draw up the Support Plan and for ensuring that all interested parties (pupil, parents, support staff) and involved in the process, being aware of the learning targets and the importance of their role in ensuring that progress can be made. The SENCo will be consulted as necessary during this process.

All Support Plans will be reviewed and outcomes recorded at the end of each term. The Support Plans will be used in class as a working document and targets may be adjusted mid review cycle to reflect progress made. All review outcomes will be recorded to inform the next cycle of Support Plan writing. Parents/carers and pupils will be invited to take part in the review and target setting process.

If a pupil is making insufficient progress despite support at SEN Support level, the SENCo may seek further advice from appropriate external specialists by completing an Early Help Assessment. The SENCo will keep parents/carers and pupils fully involved and informed about any proposed referrals or interventions. If sufficient progress is made, support from external specialists may later be withdrawn.

If a child no longer requires support that is in addition to or different from our differentiated Quality First Teaching approach, they will be removed from the SEN register.

The special educational needs of most children will be met through the process highlighted above. For children with significant or complex SEN, a Statutory Assessment may be requested. This is carried out by the Local Authority and following this, an EHCP may be put in place.

Some children with very specific needs may also qualify for non-statutory funding from the Local Authority (e.g. toileting programmes.) This funding will be sought by the SENCo as appropriate.

In addition to the on-going review of progress and specific support through Support Plan targets, pupils with an EHCP will have an Annual EHCP Review Meeting. This will be attended by parents, school staff and any external specialists involved in supporting the child's needs. A report containing recommendations from the review meeting will be submitted to the Local Authority, and a decision will be taken as to whether to maintain, amend or cease the EHCP, using the procedures described in Section 9 of the SEND Code of Practice

## **7. Allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with EHCPs.

The Headteacher and SENCo meet regularly to look at the allocation of provision across school, making adaptations to support for individual and groups of pupils as appropriate. This information is shared with the governing board as appropriate.

The effectiveness of the resources for special educational needs is monitored as part of the on-going process of self-evaluation in school.

## **8. Staffing and Partnership**

The school undertakes staff training related to special educational needs & disabilities issues and meets these where possible, in conjunction with identified school priorities outlined in the School Improvement Plan (SIP).

The SENCo, in consultation with the Headteacher will provide training through the INSET programme to ensure all staff are fully informed of relevant issues, training and procedures within school.

## **9. Evidencing the impact of SEN provision**

We evaluate the impact of provision for our pupils with SEN by:

- Reviewing pupils' individual progress towards their Support Plan targets and recording wider curriculum progress each term;
- Using SEN Assessment systems (PIVATs, Early Years Journal) to monitor small steps of progress for pupils working significantly below age related expectations;
- Mapping the provision in place across each year group and reviewing the impact of interventions on a termly basis;
- Carrying out monitoring activities – e.g. Support Plan audits and classroom observation completed by the SENCo; regular audit of school resources;
- Holding annual reviews for pupils with EHCPs, and seeking the views of pupils and parents through this process;
- Collecting pupil, parent and staff voice as appropriate through questionnaires, forums and working groups.

## **10. Partnership with Parents**

Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty. Parents will be informed by school staff as soon as possible if any concerns have been identified. They will be invited to come into school to talk about the needs of their child. Parents will be informed if their child is placed on the SEN register.

The school provides information about the Cumbria Local Offer and Cumbria SEND Information, Advice and Support Service to parents of pupils with special educational needs or disabilities.

At all stages of the SEN process, Brampton Primary School keeps parents fully informed and involved. New and reviewed Support Plans are discussed with parents as part of the target setting process. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education

## **11. Transition procedure and links with other schools**

The SENCo liaises with the relevant secondary schools to ensure effective arrangements are in place to support students at the time of transfer. For pupils with EHCPs or specific SEND, additional transition activities may be planned. These will be arranged in discussion with the pupil, their parents and secondary school staff.

Transitions may also be put in place to support children with transitions within Brampton primary School as necessary, for example when moving from one year group to the next.

For pupils who transfer to Brampton Primary School at other times and from other schools, discussions are held between key staff at both schools. A transition meeting will be planned for those pupils with EHCPs to ensure that appropriate individual support and resources can be put in place before the pupil starts at our school.

The SENCo attends termly Carlisle Schools' Partnership, Brampton Area Schools' and SENCO Network meetings with SENCos from other schools for support and to keep up to date with training and resources.

Brampton Primary School works with other specialist providers to offer and receive specialist support when necessary.

When children move to another school their records are transferred within 15 days of ceasing to be registered at Brampton Primary School.

## **12. Specialist Provision and links with other agencies**

The school works closely with a range of external specialists when identifying, assessing and making provision for children with special needs & disabilities.

The named Local Authority EHCP Key Worker for our school is Theresa Jobson-Law.

## **13. Complaints procedures**

The school's complaint procedures are set out in the school complaints policy (see website)

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo/Headteacher will provide more information about this upon request

## **14. Monitoring the SEN Policy:**

This policy and information report will be reviewed by Jo Israel , SENCo, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Signed: Jo Israel, SENCo

Date: September 2022

Review date: September 2023