



Broadfield Special Educational Needs and Disabilities Policy

Approved Date: November 2018
Approved By: SLT / Governors
Review Date: November 2019

Broadfield Primary School Values and Visions

Whilst at Broadfield we will work hard to demonstrate the values of:

Belief

Respect

Our community

Aspiration

Diversity

Friendship

Inclusion

Equality

Learning

Determination

In line with our mission statement:

Together we can achieve

This policy is in line with the requirements of:

- Childrens and Families Act 2014
- SEND Code of Practice 2014 (revised January 2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: advice for schools DfE February 2013
- Public Equality Duty 2012

The policy should be read in conjunction with the following:

SEND Information Report

Behaviour Management Policy

Safeguarding Policy

Assessment policy

Definition of Special Educational needs and Disabilities (SEND)

Children have Special Educational Needs if they have a learning difficulty, which calls for their provision to be additional and different from their peers.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the Local Authority; or
- c) are under compulsory school age and fall within the definitions above or would do so if no special educational provision was made for them.

Children may have additional needs in the following broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical.

At Broadfield Primary School, we are committed to keeping up to date with current legislation and continually train staff in all areas of SEND so that we are able to meet the needs of the children.

Objectives

- To ensure early identification of children with special educational needs
- To assess the nature of those needs and identify any factors which positively or negatively affect those needs.
- To plan and provide individual /group learning programmes for children with special educational needs.
- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.
- To liaise with parents and all other education, health and social work agencies who can provide relevant expertise and support.
- To provide continuity and progression for each child through regular reviews of procedures and practices.
- To develop the expertise and knowledge of staff working with children with special needs.
- To develop and source materials for identifying and supporting children with special educational needs.
- To provide a Special Educational Needs Coordinator (SENCO).

Children Looked After (CLA) who have special educational needs

We believe that we have a special duty to safeguard and promote the education of students and children in looked after care. This includes ensuring they receive the best education, are supported to attend school and achieve; and their physical, social, emotional and mental health needs are fully met.

We will strive to:

- provide a safe and secure environment which values education and believes in the abilities and potential of all students
- bring the educational attainments of CLA students nearer to those of their peers and to narrow the gap in attainment and progress
- ensure that CLA and CLA SEND students have high aspirations for themselves and are prepared to move into the next stage of education.

The nominated member of staff for CLA is the Headteacher, Ms Patricia Stennett.

The nominated governor for CLA is the Chair of Governors, Mrs Gina Andrewes.

Termly meetings are held to review Personal Education Plans (PEP) and EHC plans.

Areas of responsibility**Role of the Head Teacher and Governors**

- The strategic development of SEND policy/provision (with SENCO)
- Have a general overview of the operation of the SEND policy
- Evaluate the success of the policy annually.

The Governor for SEND at Broadfield is:

Mrs G Andrewes

Role of the Special Educational Needs Coordinator (SENCO).

To coordinate the day-to-day management of the SEND policy. This includes:

- the strategic development of SEND policy/provision (with Headteacher)
- coordinating SEND provision on a day to day basis
- undertaking assessments and observations
- working closely with colleagues through termly child-centred review meetings for children with Education, Health and Care Plans (EHC) and children receiving a high level of SEN Support
- supporting class teachers in differentiating for children with special educational needs
- liaising with parents and other relevant agencies
- overseeing the work of the teaching assistants where appropriate
- preparing EHC (Education, Health and Care Plan) submissions
- attending relevant meetings and courses to further develop the role of the SENCO and understanding of SEND issues
- identifying training needs and arrange INSET.

The SENCO will be a member of the Senior Management Team

The SENCO at Broadfield is: Mrs CA Walker (Deputy Headteacher)

Role of the Class Teacher

- To provide quality first teaching for all pupils

- To have high expectations of children with SEND.
- To provide a graduated response through differentiation for pupils with SEND.
- To be responsible and accountable for the progress and development of all the pupils that they teach.
- The early identification of children with special educational needs –see Graduated Response.
- To carry out relevant assessments and monitor progress using PIVATS 5 as appropriate.
- To set, and make provision for targets and evaluate outcomes.
- To plan for effective deployment of support staff.
- To implement advice and teaching strategies given by the SENCO and outside agencies.
- Liaise with parents through Assertive Mentoring meetings and child-centred reviews .
- Prepare for review meetings and complete review forms as required. (E.g 4+1 document at Assertive Mentoring meetings.)
- To liaise closely with the SENCO.
- To identify any additional training needs that they may have.

INSET

Staff will be encouraged to develop skills and knowledge through school based and external provision of INSET.

Teachers and governors are encouraged to attend training opportunities for SEND. Staff training needs are linked to the school development plan and the needs of staff and children in school.

Curriculum Entitlement and Nature of Intervention

Most SEND support will be provided for children in the context of their own classroom, through planned differentiation, in order to maximize their access to the curriculum and their integration. There may also be short periods of withdrawal for specific needs, for example 1:1 speech and language skills.

Support/resources are provided to enable all SEND children to participate in P.E. activities, school visits and social activities alongside their peers. (See Public Equality Duty 2012)

As a general principal, children are not dis-applied from the National Curriculum or from teacher assessment of the curriculum. For some children the end of Key Stage 2 NC Assessment Tests may not be appropriate and decisions made regarding entering children for the test are made in consultation with parents, teachers and other relevant agencies. Children will then be assessed using P scales and the Pre Key Stage 2 interim teacher assessment framework.

Graduated Response

SEN provision is a whole school responsibility and Broadfield School has a graduated response. (see Code of Practice)

Quality First Teaching (QFT)

Cause for Concern

SEN Support

EHC Assessment

EHC Plan

Quality First Teaching (QFT): the first response for children who have or may have a special educational need is the responsibility of the class teacher, through differentiation recorded in the teacher's planning. Class teachers tailor their approach in class to meet their pupils' different learning needs and styles and monitor children's progress. If a child is not making expected progress, the teacher will consult with the SENCO and Headteacher.

More-able / gifted and talented children are identified, as their needs may be defined as additional and different.

Action by class teacher

Prior to involvement of the SENCO, class teachers are expected to have undertaken the following actions:

- highlighted the areas of need to be support in class
- used a baseline assessment to identify what the child knows, understands and can do (E.g. mathematics gaps analysis)
- implemented in class interventions
- involved parents and the child in decision making
- not assumed the difficulties are with the child
- reviewed differentiation.

Arrangements should be monitored, enabling children who are not making sufficient progress to be identified, at which point the SENCO is consulted.

Cause for Concern: if pupils have not made progress despite QFT or have persistent emotional and behaviour difficulties, then they are 'causing concern' and a referral to SENCO is made. Referrals may also be necessary if a child has sensory or physical problems and despite the provision of specialist, equipment makes little progress or, has communication difficulties and makes little or no progress, despite the provision of a differentiated curriculum.

The SENCO provides advice based on the information given by the class teacher and from observations, if necessary. Additional support or interventions are put into place and progress is monitored by the teacher, SENCO and at Surgery Days and Pupil Progress meetings.

Parents are consulted and kept informed of any action taken to support their child. The class teacher will record provision that is **additional and different**. Any staff development and training needs may be identified.

Nature of intervention

- Additional on a 1:1 basis (E.g phonics, reading, key skills, pastoral support)
- 1-1 tuition
- Provision of specialist equipment
- Group Support,
- Inference training
- Precision teaching
- Paired reading
- Lego Therapy
- Social Group

SEN Support: if pupils continue to experience difficulties, then an Assess - Plan-Do-Review process is initiated using a child-centred approach, involving parents and the child. Appropriate outcomes are agreed, a one-page profile is completed and a support plan drawn up. Advice may be sought from outside agencies. The class teacher is responsible for the delivery of the interventions and the direction of SENTA's for in-class support. Progress will be reviewed termly with SENCO, parents, class teacher and other involved agencies

SEN Support -Triggers

- Despite receiving individualized or concentrated support, the child continues to make little or no progress.
- The child continues to work at levels substantially below that expected of a child of his/her age.
- The child has social, emotional and mental health difficulties, which substantially interfere with his/her learning or that of the group despite being receiving pastoral support which may involve a Pastoral Support Plan.
- The child has sensory and physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- The child has ongoing communication /interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.

EHC Assessment:

If, despite full use of the school's resources, a pupil's outcomes are not being achieved, or a child has long term and complex needs, evidence will be gathered for a submission for statutory assessment of the child's education, health and care needs.

EHC Plan:

The Local Authority decide if an EHC plan is appropriate after gathering evidence from all involved with the child. A document is issued that sets out required outcomes. School works within the statutory guidelines to provide support, monitor progress and carries out an annual review in line with the plan.

Education, Health and Care plan

Children with an Education, Health and Care Plan will receive a broad and balanced curriculum. Their learning experiences and support will be appropriate to their needs.

- Support to access the curriculum in the classroom situation.

- Support on a 1:1 basis to fulfill their specific needs where appropriate.
- Parents, class teacher, SENCO, teaching assistants and relevant outside agencies will be invited to termly reviews to review targets and progress.
- There will be an annual review as specified in the Code of Practice and the child, parents and all relevant agencies will be invited.
- Children who have undergone statutory assessment and have an Education, Health and Care Plan are funded on the basis of this assessment. School presently meets the first £6000 of funding.

Admission arrangements

Admission arrangements are handled by Broadfield Primary School.

We welcome all children with SEND and successfully include them in all school activities where possible. All reasonable steps are taken to ensure that children with SEND are not placed at a disadvantage. (As required by the Public Equality Duty 2012)

In order to meet the need for early identification of SEND, children entering Broadfield Primary School at the 2 year old's provision, Nursery or Reception stage will receive a home visit once the offer of a place has been given. Liaison with any outside agencies involved and pre-school providers will occur as early as possible.

Transition arrangements/ Links with other schools

We work very closely with Pre School Special Needs Service to meet the needs of children starting in Acorn's and Nursery and the staff attend review meetings before the children enter school.

Transition between classes is coordinated by visits to the new class in the summer term. Information is shared by staff to ensure the transition of SEND children is smooth. All information kept on file is passed up to the next teacher at the end of the summer term. Transition to secondary school for children is carefully coordinated. A transition meeting is arranged in the summer term to which all relevant professionals are invited, along with parents and the child. Key information is passed on to ensure continuity of strategies and educational provision. Extra visits to secondary school can be arranged. This ensures a structured transfer that is designed to reassure the children.

Parents as partners

Parents are welcome to contact school at any time to discuss the progress of their child with the class teacher.

During the year there are two parents' meetings where parents can also discuss their child's progress. One is held early in the year to enable parents to inform teachers of any concerns or special requirements their child may have. If a child is identified as having SEND, parents will be consulted first. School will seek consent for outside service involvement.

Although initial concerns are best taken to the class teacher, the SENCO or the Head Teacher may be contacted.

The following organisations are available to parents and are positively promoted at person centred review meetings and in SEND communication.

Oldham Local Offer:

http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_edu

Oldham's parent/carer forum POINT (Parents of Oldham in Touch): Tel: 0161 503 1547

<http://pointoldham.co.uk>

Special Educational Needs & Disability (SEND) Information, Advice & Support Service

SENDIASS (formerly Parent Partnership Service) Tel: 0161 503 1540

Other agencies / services which may be involved include:

- Place2Be (in school)
- Social Services
- QEST Team
- Service for the Visually Impaired
- Service for the Hearing Impaired
- School Medical Service
- Spring Brook Behavioural Support
- Speech and Language Therapy
- Educational Psychology Service
- The Early Years SEN Team
- Educational Welfare Service
- Child Health Services - health professionals e.g. Physiotherapist, Occupational Therapist, School Health Adviser, Health Visitors
- Youth Services and Local Community Police Service
- Support services for parents e.g. Parent Partnership
- Family Support
- Healthy Young Minds

Monitoring and Evaluation

The School will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects:

- Number of pupils with SEND expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- How well training needs are identified
- The impact and outcomes of the review process
- Relationship with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools

This data will then be used to evaluate how successful the policy has been and set an agenda for further developments

Complaints Procedure

We work hard to maintain a good relationship with parents. It is hoped that any concerns or queries would be raised informally with the class teacher, SENCO, or Head teacher.

However if any parent wishes to make a formal complaint they should:

1. Arrange a meeting with the Head Teacher.
2. The Head Teacher will arrange a meeting with the class teacher, SENCO and relevant professionals.
3. The complaint will be referred to the Governing Body, if necessary.
4. If further action is needed the LEA will be involved. The LEA will enable parents to appeal to an independent body if reconciliation is not achieved.

Review

This policy will be reviewed annually. The SENCO will also report at least annually to the Governing Body concerning the effectiveness of the policy,

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Medical records Personal contact details Child Protection Records	Personal Identification Data	Legally Required To manage the child's specific needs Keeping Children Safe in Education 2018 Communication Government Legislation	Head teacher and governing body Passed on to Police / Ambulance service/external agencies if appropriate	Initially Completed On Paper	Held On File for 25 years

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		x

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