



BRAILES C of E PRIMARY SCHOOL

Special Educational Needs Policy



In compliance with the 'SEN and Disability Code of Practice' (June 2014)

1. INTRODUCTION AND AIMS

The guiding principle informing this policy is that children with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential within a caring inclusive environment where all children are valued.

Brailes C of E Primary School aims to enable all children to:

- Achieve their full personal and academic potential through challenging and exciting learning experiences in a supportive and secure environment . We encourage high levels of motivation, co-operation and stability.
- To enable all children to develop skills and abilities in a supportive inclusive environment encouraging success and building self-esteem.
- To encourage all children to BELIEVE in their potential, know that they BELONG to the school family and ASPIRE to be the light for themselves and their families.

Our Special Educational Needs (SEN) policy is one of inclusion and we seek to give all children access to a full range of educational opportunities. We are committed to offering an inclusive curriculum, to ensure the best possible progress for all our children, whatever their needs or abilities.

We will:

- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Create an environment that meets the special educational needs of each child.
- Regularly review and evaluate children's progress and work in partnership with parents and children throughout the process.
- Make reasonable adjustments to meet the needs of individual children.

The SENCo aims to establish close working relationships between children, staff, parents, carers and outside agencies so that children can be helped in a fully supportive environment.

2. DEFINITION OF SEN

A child may be identified as requiring SEN support if he or she has a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to access education facilities generally provided in school, and requires provision additional to, or different from, that made generally for children of the same age in order to make progress in their learning.

When assessing needs 'The Code of Practice' (2014) identifies four broad areas of SEN:

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

3. PRINCIPLES AND VALUES

In providing for those children defined as having SEN, at Brailes C of E Primary School, we seek to:

- Ensure that all children are valued.
- Create an inclusive Christian school culture where all are welcomed and cared for.
- Ensure that all children are encouraged to contribute and participate in all aspects of the life of the school.
- Ensure that all children make progress.
- Work in close partnership with parents/carers and children.
- Ensure that SEN needs are identified and assessed as early as possible.
- Ensure children have their needs met as soon as is practicable.
- Ensure that all children have access to a relevant, broad and balanced curriculum.
- Ensure all children have physical access to the learning environment.
- Work proactively with the Warwickshire LA and other agencies, including Children's Social Care, parent support groups, psychologists, specialist teachers and medical services, in identifying, assessing and meeting additional needs.
- Maintain and develop a range of expertise within the school.
- Monitor, review and evaluate policy and provision on a regular and systematic basis in line with all other policies.

4. IDENTIFICATION AND ASSESSMENT

At Brailes C of E Primary School, the progress of all children is monitored throughout the school by the Leadership Team. Each class teacher is responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. Where the teacher is concerned about a pupil's progress, the following procedures should be followed:

Pre-SEN category 'Monitoring' SEN concerns

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies to support the needs of the pupil.

The child's parents are kept informed of the teacher's concerns and are encouraged to contribute their knowledge and understanding of the child and raise any concerns that they may have.

Knowledge of a child's strengths and weaknesses, intervention strategies used, progress made and concerns expressed are maintained. Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the SENCo should be consulted. This may lead to a child requiring help over and above that which is normally available within the class under our Universal Provision.

At this point, the school has a duty to inform the child's parents that additional educational provision is being sought for the child because the child might have SEN. A discussion would take place with parents and, with their consent, the child's name will be placed on the school's SEN support list.

SEN Support List- A Graduated Response

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had appropriate interventions, adjustments and good quality personalised teaching.

Assess, Plan, Do and Review

When a pupil is identified as needing SEN support, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. Teachers are responsible and accountable for the progress and development of the pupils in their class including where children access support from teaching assistants or specialist staff.

Strategies for children's progress will be recorded on a personalised 'Pupil Passport.'

A 'Pupil Passport':

- Is a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with SEN. They are seen as working documents which can be constantly refined and amended.
- Will record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children.
- Has targets to address the underlying reasons why a pupil is having difficulty with learning.
- Will be accessible to all those involved in their implementation - children should have an understanding and 'ownership of the targets'.
- Will be monitored and evaluated regularly.
- Will be reviewed with parents during parents' evenings.
- Will have a maximum of four short/medium term SMART targets set for and communicated with the pupil.
- Will be based on informed assessment, discussion between class teacher, SENCo, parent and pupil and, where necessary, will include the input of outside agencies.

External Agencies

At a review meeting the school and parents might decide to request help from external support services. For higher levels of need, the SENCo draws on more specialist assessments and advice from external agencies. Brailes C of E Primary School contract *SENDSupported* and *WES Educational Psychology Service*.

These consultants usually see the child in school, so that they can liaise with class teachers regarding targets and accompanying strategies.

The support could include observations, assessments, writing reports or sharing advice. In addition to this, external agencies liaise closely with staff, make recommendations, meet with staff and parents, advise staff on SEN matters and provide staff training. The kinds of advice and support vary according to the needs of the child.

Brailes C of E Primary School also seeks support from Speech and Language Therapy (SALT), Integrated Disability Service (IDS), Occupational Therapy (OT), and the School Health Team

(COMPASS). Close links are maintained with support services in order to ensure that the school makes appropriate provision for those children with SEN.

Where it is necessary to seek the support of outside agencies, the SENCo will make the necessary arrangements, and ensure that parents are informed and consent is given. All reports are shared with parents and teachers. A copy of each report is held in the child's file.

Statutory Assessment

The special educational needs of the majority of children in Brailes C of E Primary School can be met effectively through additional intervention (targeted support) and quality first teaching under our Universal Provision. However, in a small number of cases, where the child remains a significant cause for concern, the school alongside parents may ask for a statutory assessment through Warwickshire LA.

Statutory Assessment constitutes consideration by the LA working cooperatively with parents, the child's school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to an Education Health Care Plan (EHCP). Warwickshire LA seeks evidence from the school including information about the child's progress over time and clear documentation on the child's additional needs and the action taken to deal with these needs.

EHCP (Education, Health and Care Plan)

When Warwickshire LA has completed its assessment of a child, it will decide whether to issue an EHCP. The EHCP should specify clearly the provision necessary to meet the needs of the child. Brailes C of E Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and curriculum. At Brailes C of E Primary School, we will make any modifications to the application of the National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

Every year, the efficacy of the plan is scrutinised in an Annual Review meeting.

Annual Reviews

In line with government guidelines, a meeting is held for children with an EHCP every year. An Annual Review takes place in school and is led by the SENCo. In accordance with Warwickshire guidelines, the review uses a child-centred approach, where the child is present for some of the meeting, and their views are sought. The aims of the review are to gather the child, parents/carers and all the professionals involved, to discuss progress and provision, and to look at the outcomes outlined in the EHC plan. They will consider whether the outcomes are still appropriate and discuss any changes which are needed.

The SENCo completes the paperwork within 10 working days, and returns it to SENDAR along with reports from professionals, the child's views, a costed IEP and photographs of the posters used in the Annual Review.

SENDAR reply to the Executive Headteacher to say whether the plan will be maintained.

Changes are made to the plan accordingly.

5. CRITERIA FOR EXITING THE SEN REGISTER/RECORD

Evidence of sustained progress as measured by teacher assessment, SENCo analysis and formal assessments will be looked at and communicated with parents alongside any evidence from reports and assessments from external agencies. Any child who is taken off the SEN register will be closely monitored to ensure sustained progress.

6. INVOLVEMENT OF PARENTS AND CARERS

At Brailes C of E Primary School we seek to work in partnership with parents and carers. We see this as vital if children are to get the support and encouragement they need to make good progress. Such support is particularly important for children with SEN.

We strive to:

- Build good working relationships with parents and carers where we work in partnership to ensure the best results for the children.
- Give parents and carers opportunities to play an active and valued role in their child's education.
- Make parents and carers feel welcome and instil confidence that the school will listen to concerns and act appropriately on any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focus on and celebrate the child's strengths as well as areas of additional need.
- Keep parents and carers informed, give support during assessment and any related decision-making process.
- Allow parents and carers opportunities to discuss ways in which they and the school can help their child.
- Provide all information in an accessible way.

7. INVOLVEMENT OF CHILDREN

At Brailes C of E Primary School we recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress. We endeavour to fully involve all children by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share individual outcomes across the curriculum so that they know what they are working towards, why they have them and what they need to do to achieve them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets using their Pupil Passport.
- Ensure their pupil voice is heard and respected.

8. MONITORING AND EVALUATING THE EFFECTIVENESS OF SEN PROVISION

The following success criteria is seen as indicators that the school's SEN policy is functioning effectively when monitoring and evaluating the effectiveness of our provision. All children with SEN:

- Are identified at an early stage and provided with the appropriate provision.
- Have appropriate differentiated work.
- Undergo assessment of progress made in intervention groups.
- Will make appropriate progress against individual targets.
- Receive informal feedback from staff.
- Are involved when setting new targets or reviewing existing targets.
- Have progress tracked using assessment data (whole-school process).
- Have their attendance records monitored.
- Are being appropriately included within the school and are receiving the provision they need.

9. EVALUATION

- Regular meetings about children's progress with class teachers, parents and carers, SENCo and Head of School.
- Executive Headteacher's report to Governors.
- SEN Information Report - available on the school website.
- Parents and carers see the value in the SEN policy and are working with the children to achieve it.

In addition, the governing body will monitor the work of the SENCo through:

- Considering Headteacher reports that reflect the activities of the SENCo and any other current issues.
- Consider reports from the SENCo.
- Having regular discussions between the SEN Governor and the SENCo. Currently, the SEN Governor (Iona Corbett) and the SENCo meet termly.

10. ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the school's Executive Headteacher, the Head of School, SENCo and all other members of staff have important responsibilities.

Executive Headteacher

The Executive Headteacher is Christian Hilton.

- To allocate roles and responsibilities to staff.
- To liaise with the SENCo, staff, support services, parents, pupils and the LA.
- To report to the governors.
- To ensure that the needs of SEN children are being met.

Head of School

The Head of School at Brailes C of E Primary School is Heather Childs.

The Head of School has delegated responsibility from the Executive Headteacher for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

The day to day implementation of this policy has been delegated to the Special Educational Needs Coordinator (SENCo) Louise Tyrer.

The Head of School will be informed of the progress of all SEN children and any issues with the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system.
- Maintenance and analysis of a whole-school provision map for vulnerable learners, in discussion with The Vulnerable Learners Team.
- To organise and monitor pupil progress meetings with individual teachers, and to feed back this information to the SENCo and Vulnerable Learners Team.
- To hold regular meetings with the SENCo.
- To discuss SEN matters with children, parents and staff.
- To assist the SENCo with the strategic day to day implementation of SEN.

SENCo

The SENCo at Brailes C of E Primary School is Louise Tyrer who achieved the National Award for SENCo in October 2019.

In line with the 'SEN Code of Practice' (2014), the SENCo will oversee the day-to-day operation of this policy in the following ways:

- Play a key role in delivering the strategic development of SEN policy and provision.
- Identify children with special educational needs - those in receipt of additional SEN support from the schools devolved budget, those in receipt of Higher Needs funding and those with Education Health and Care plans.
- Coordinate provision for children with SEN.
- Manage other classroom staff involved in supporting vulnerable learners including SEN children.
- Oversee the records on all children with SEN.
- Liaise closely with a range of outside agencies to support vulnerable learners.
- Oversee the smooth running of transition arrangements and transfer of information for Year 6 children who are vulnerable learners.
- Monitor the school's system for ensuring that Pupil Passports have a high profile in the classroom and with children.
- Evaluate regularly the impact and effectiveness of additional interventions for all vulnerable learners (including those with SEN).
- Liaise sensitively with parents and families of children with SEN, keeping them informed of progress and listening to their views.
- Attend area SENCo network meetings and training as appropriate.
- Liaise with the school's SEN Governor, to ensure they are informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

- Support and liaise with class teachers and teaching assistants.
- Liaise with SENCOs in other settings and schools to provide smooth transitions.
- Gather the views of children with SEN, and ensure their pupil voice is respected.
- To liaise closely with the Executive Headteacher and the Head of School.
- To assist and advise Year 6 staff in access arrangements for KS2 SATs and to collate the necessary paperwork for special access arrangements for KS2 SATs.
- To be the line manager for SEN teaching assistants.
- To support the SEN teaching assistants in their understanding of the EHCP documents, and to monitor the recording of evidence.
- To organise, coordinate and lead Annual Reviews.
- To liaise with the Plan Co-ordinator at SENDAR. Our current Plan Coordinator is Kam Randhawa.
- To take part in LA Annual Review panel meetings for professional development.

Pastoral Manager

The Head of School at Brailes C of E Primary School is trained to lead Early Help for families who may benefit from this support. Families also have access to this support from the Pastoral Manager and Family Liaison Officer, Vanessa Faulkner, at Shipston Primary School.

Class Teachers

All staff in school have a responsibility for maximising the achievements of and opportunities for vulnerable learners – specifically, all teachers are teachers of children with SEN.

Through liaison with the SENCO the class teacher will:

- Identify which children in the class which are vulnerable learners.
- Highlight which children are underachieving and require close monitoring of their additional interventions to review effectiveness.
- Recognise which children require additional support because of a special educational need and need to go on the school's SEN support register.
- Secure good provision and good outcomes for all groups of vulnerable learners.
- Provide high quality teaching through universal and targeted provision.
- Make reasonable adjustments to meet the needs of all children.
- Plan to ensure the inclusion of all children.
- Ensure full access to the curriculum for all children.
- Ensure opportunities to develop cultural capital for all children.
- Review pupil passports with parents and children termly.
- Liaise with teaching assistants to plan and evaluate interventions.
- To deliver and co-ordinate a regular programme of appropriate SEN training for TAs.

SEN Teaching Assistants

SEN teaching assistants have a crucial role to play in SEN provision across the school. They deliver programs of work and interventions to children who require additional support. The children may be taught within the class setting or withdrawn. Teachers involve teaching assistants in the planning process.

Where a teaching assistant works directly with a child with an EHCP, they will be responsible for keeping records which show progress against the targets as set out in the plan. Each teaching assistant has a yellow folder where records are kept. The SENCO and class teacher are able to

look at the folder at any time. The folder is brought to the Annual Review to discuss with parents. The teaching assistant shares the folder and contents with the child they work with, so they are familiar with their targets and are able to discuss the progress they are making.

Governing Body

The governing body has identified a governor to have specific oversight of the school's provision for children with SEN. The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The SEN governor is Iona Corbett.

The governing body's responsibilities include;

- Ensuring (through monitoring) that provision of a high standard is made for SEN children.
- Cooperation with the Executive Headteacher to determine the school's general policy and approach to provision for children with SEN, establishing the appropriate staffing and funding arrangements.
- Doing its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensuring that the teachers in the school are aware of the importance of identifying and providing for those children who have SEN.
- Reporting to parents/carers on the implementation of the school's policy for children with SEN.
- To be involved in monitoring the SEN policy.
- To ensure the SEN policy is subject to a regular cycle of monitoring, evaluation and review.

11. ALLOCATION OF RESOURCES

In order to give every child with SEN access to a broad and balanced curriculum, the school has established a procedure for identifying and providing human and material resources to support individual SEN requirements.

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

The SEN budget figure is included in the whole school annual budget. The money is used to fund teaching assistants, SENCo, specialist resources, individual pupil assessments and costs to external agencies to support children with SEN.

The Executive Headteacher informs the governing body of how the funding allocated to support SEN has been deployed.

12. ADMISSION ARRANGEMENTS

The admission criteria for the school are such that no child is barred from admission because of special educational needs, if mainstream schooling is felt to offer the appropriate

provision for the child.

13. FACILITIES

Reasonable adjustments are made for each child where necessary, and appropriate risk assessments carried out when needed.

14. RECORD KEEPING AND MANAGEMENT OF INFORMATION

Each class teacher receives copies of information including letters, reports and assessments from support services as well as pupil passports for each child receiving SEN support. There is close liaison between teachers and the SENCo, especially at times of transition where meetings between staff members are held.

Each child has their own section in the SEN file where all hard copies of reports, assessments and letters are held. They are stored securely and confidentiality yet can be accessed by staff members. This information includes letters, reports, minutes from meetings and assessments from support services as well as Pupil Passports. The SEN file is kept in a locked cupboard in the meeting room.

The SENCo, with the support from the teaching staff, is responsible for keeping the SEN Support register and Inclusion files up to date and for ensuring the confidentiality of the information within these. GDPR is respected and observed throughout the school.

15. TRANSITIONS

In September, when children start Nursery or Reception at Brailes C of E Primary School there is close liaison between home and school. We recognise that each child is an individual with individual needs, and a personalised transition plan is drawn up when necessary.

For pupils in Year 6 who are transitioning to High School there is close liaison between the SENCos in each setting. Once a place has been confirmed in the Spring term, the SENCos from High Schools meet with the SENCo from Brailes C of E Primary School to discuss the children with SEN, and how best to meet their needs.

An enhanced transition plan is drawn up for those pupils who need it, including extra visits to destination High Schools, staff from the High Schools visiting the child at Brailes C of E Primary School, AND meetings with a named safe person at High School. The SENCos will work together to coordinate a plan to ensure the needs of each child are met.

Pupils in Year 6 who are receiving SEN support will have their SEN records forwarded to the SENCo at their new High School.

16. PROCEDURE FOR DEALING WITH COMPLAINTS REGARDING SPECIAL NEEDS

Complaints regarding any aspect of SEN are best handled by those people working most directly with the child. Therefore, parents should discuss their concerns with the class teacher initially.

If the parents and the class teacher are not able to come to a satisfactory understanding, then the parents should be encouraged to talk to the SENCo.

In the event of agreement and understanding still not being reached then the parents should talk over their complaint with the Head of School.

If it proves impossible to resolve the complaint then the Executive Headteacher can be contacted.

For further information please refer to the complaints procedure available on the school website.