

**Brinscall St John's C.E./
Methodist Primary School**



Special Educational Needs and Disability Policy

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Responsibility for the co-ordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Joanna Owen, (Headteacher).
- The person co-ordinating the day to day operation of the school's SEND policy relating to the education for pupils with SEND is Mrs Elin Rounding (SENCO)
- The person responsible for reporting on SEND to the Governing body are Mrs Sarah Krige.

All of these people can be contacted on the school telephone number below:

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COMPLIANCE

This policy was written and developed in consultation with staff and governors and complies with the statutory requirement laid out in the SEND Code of Practice, 0-25 guidance 2014 and has been written with reference to the following guidance and documents:

The Equality Act 2010 and schools updated advice May 2014;

SEND Code of Practice 2014;

Schools SEN Information Report Regulations (2014);

Statutory Guidance on Supporting pupils at school with medical conditions April 2014;

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013;

Safeguarding (Child Protection) Policy;

Accessibility Plan;

Teachers Standards 2012;

This policy was created by the school's SENCO and Governors responsible for SEND, the Senior Leadership Team (SLT), staff and following feedback from parents of pupils with SEND.

1. **BACKGROUND INFORMATION**

Provision and support for children and young people with special educational needs and/or disabilities in England has been reformed under the Children and Families Act 2014. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a Plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Here at Brinscall St John's we have our own school offer too which can be viewed at:

http://www.brinscall.lancs.sch.uk/index.php?category_id=149

Definitions of special educational needs and disability (SEND) - taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. **MISSION STATEMENT**

Shine with the light of Jesus

Our vision at Brinscall St John's reflects a passionate commitment to learning and to providing a safe, caring and stimulating environment in which children can learn and experience a broad and balanced curriculum. We intend our pupils to acquire the skills and knowledge which will enable them to develop as "whole people"; confident and willing, caring and concerned, committed to their own development, yet aware of their responsibilities to others.

At Brinscall St John's we believe that a good education is crucial for the wellbeing and fulfilment of all of our children and aim to provide the best opportunities possible through a safe and stable environment where everyone feels valued and where they can learn and achieve within a positive

and supportive environment. We want all of our children to experience a rich and exciting curriculum and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives and to enable them to 'shine with the light of Jesus'. High quality teaching and learning, which embraces our Christian values, are at the heart of our school.

Within our school community we promote our Christian and British values through the experiences we offer to all our pupils, and work together to encourage a thirst of learning to support everyone to reach their full potential and to have fun along the way.

We hope our pupils will gain independence of thought and action for their own well-being and happiness, and that of others.

Our aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever changing world.

- Life within school will reflect our Mission Statement, and the Christian values we uphold.
- We will nurture the children in a loving Christian family community.
- Whilst accepting that we are all part of God's family, we celebrate the uniqueness and diversity of all.
- Our ethos will promote self-discipline, resilience and a sense of responsibility. We will provide opportunities to develop these traits within school and the local, national and global community.
- We will provide a safe environment where all are treated equally with respect, empathy and understanding.
- We will recognise and celebrate the positive achievements, successes and accomplishments of everyone within our school family.
- We will provide an education for the development of the "whole child", intellectual, social, spiritual, moral, physical and emotional, creating precious and enduring memories.
- We will challenge children's abilities and strengths whilst supporting their areas for development and difficulties, empowering them to make positive choices.
- We recognise that each pupil has skills, abilities and talents, which we aim to identify and develop.
- We will encourage a curiosity and an enthusiasm for lifelong learning in our school family.

These principles underpin all we do to support all of the children in our school.

3. OBJECTIVES

Special Educational Needs and Disability: At Brinscall St John's, we are committed to meeting the needs of all our pupils. We aim to do this by: raising and supporting pupil aspirations and expectations for all our pupils (including those with SEND) and providing a clear focus upon outcomes for all. In line with our mission statement we have the following objectives:

1. To identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years' settings prior to the child's entry into the school.
2. To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
3. To monitor the progress of all pupils to support the early identification of pupils with

SEND. Continuous monitoring of pupils with SEND by their teachers will help to ensure that they are able to achieve the best possible outcomes.

4. To work in close partnership with parents and families to gain a better understanding of their child, and to involve them in all stages of their child's education.
5. To work collaboratively with and in support of outside agencies when the pupils' needs cannot be met by the school alone. These may include: the county SEND department, Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Child and Family Wellbeing Service, specialist SEN support and other health professionals.
6. To create a school environment where pupils can contribute to their own learning. This means encouraging a climate where pupils feel safe to voice their opinions of their own needs, and are always included in the monitoring and reviewing of their progress.
7. To include all pupils in all aspects of school life regardless of their specific needs. Pupil participation is encouraged through school by wider opportunities such as school council, educational visits, school clubs, sports teams and productions.
8. To ensure there is access to a Special Educational Needs Co-ordinator (SENCo) to support children, families and staff to ensure the best possible outcomes for children with SEND.
9. To provide support and advice for all staff working with special educational needs pupils and to ensure all staff are aware of the individual needs of pupils.
10. To ensure that all pupils who may have Special Educational Needs or disability (SEND) are identified as early as possible.
11. To allocate a governor with a responsibility for SEND.
12. To provide a curriculum, school building and information accessible by all.
13. To set targets for all pupils which are both achievable and challenging.
14. To work within the guidance provided in the SEND Code of Practice, 2014.

4. ROLES AND RESPONSIBILITIES FOR THE INCLUSION OF PUPILS WITH SEND

The Headteacher is responsible for:

- overseeing the school's policy for inclusion and ensuring that it is implemented effectively throughout the school;
- ensuring the school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom;
- for the school Local Offer (Information Report) and for signposting parents/carers to the Local Authority Local Offer;
- for the management of financial and human resources;
- monitoring the provision for SEND;
- reporting to the Governing Body;
- drawing up and monitoring the Accessibility Plan to ensure the building is accessible to all.

The SENCo is responsible for:

- the day to day operation of the school's SEND policy and ensuring that the policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school;
- maintaining and overseeing the SEND Register and other SEND records;
- liaising with parents of children with SEND;
- liaising with staff from outside agencies as appropriate;
- ensuring relevant background information for children with SEND is collected, recorded and updated;

- ensuring appropriate transition programmes are in place for children moving to different Key Stages, including transition to High School;
- reviewing policy documents for SEND;
- attending appropriate SEND training sessions;
- liaising with and supporting school staff with Learning Plans(see section 12), interventions and teaching and learning strategies appropriate for SEND;
- monitoring and tracking the progress of all children with SEND to ensure they are making appropriate progress;
- ensuring that relevant resources are available;
- liaising with the SEND governor;
- to produce a provision map to support the SLT with allocation of resources to ensure appropriate provision is in place;
- identifying areas for development in SEND and contributing to school development plan.

The SEND Governor is responsible for:

- liaising with the Headteacher and SENCo regarding statutory responsibilities and ensuring that the policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school;
- providing annual written report to Full Governing Body and parents;
- monitoring delivery and provision for children with statements/EHC plans.

The Class Teachers are responsible for:

- the early identification of any pupil with SEND;
- carrying out informal and formal assessments, where appropriate, to help identify SEND;
- providing evidence which may help with assessments;
- liaising with parents, SENCo, Headteacher, outside agencies as necessary;
- planning to meet the needs of all children by providing an appropriately differentiated curriculum;
- the day-to-day teaching of all children in their class and for the management of Learning Plans for children with SEND including assessing, recording and reviewing needs;
- liaising with the SENCo to develop and provide Learning Plans (see section 12) for children in their class;
- organising any available classroom assistance;
- supporting children with SEND with transition to the next class or key stage;
- ensuring all children with SEND have access to quality first teaching and that the curriculum is appropriately differentiated to account for SEND;
- planning, assessing and reviewing all interventions;
- ensuring teaching and learning styles are modified to help remove or reduce barriers to learning;
- teachers will endeavour to use a variety of teaching and learning styles to meet the needs of all children. This will include visual, auditory and kinaesthetic approaches. They will arrange for children to work in a variety of situations with adults; individually, small groups, large groups, partners, within and out of the classroom.

The role of Teaching Assistants (TAs):

- TAs will be appointed by the Headteacher and governors to work alongside children under the direction of the classroom teacher;

- they will be involved in setting targets for Learning Plans, assessment and monitoring and reviewing progress towards targets;
- they may be timetabled to work in any class to support the needs, and promote the inclusion, of children within that class;
- they will also be offered opportunities for professional development, e.g. attending appropriate courses and INSET;
- where appropriate, TAs will be invited to review meetings with parents.

5. WORKING IN PARTNERSHIPS WITH PARENTS

Parents are a valued and important member of the whole school approach and ethos we aim to foster in our school. Brinscall St John's believes that a close working relationship with parents is vital in order to ensure:

- a) an accurate understanding of the whole child and to create a positive relationship and atmosphere between home and school;
- b) early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- c) continuing social and academic progress of children with SEND;
- d) personal and academic targets are set and met effectively.

Parents have valuable knowledge and information about their children and can support the development of their children in school and at home. It is important that they are included in all discussions at the earliest opportunity about any concerns school may have about the progress their child is making. The nature of the child's difficulties will be discussed fully, and the parents encouraged to provide any extra information which may be of use in developing a personalised approach to their child's learning.

Parents will be invited to contribute to their child's Learning Plan targets in any way they feel able (see section 12 for information on Learning Plans). Parents will be invited to target setting and review meetings and will receive copies of their child's personalised Learning Plans once agreed. Their contributions on the achievements made by their children are recorded on the Learning Plans.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority SEND Information, Advice and Support Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governors may be contacted at any time in relation to SEND matters.

6. SPECIALIST SEND PROVISION - LINKS TO SUPPORT SERVICES

Our school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Although we have staff with a range of skills and experience in teaching children with SEND, we will seek specialist SEND support and training from SEND services where necessary.

Sharing knowledge and information with our support services is fundamental to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

7. COORDINATING SEND PROVISION

The SENCo is responsible for the day to day operation of the school's SEN policy and will hold details of all SEND records for individual pupils.

All staff can access:

- the school SEND Policy;
- a copy of the full SEND Register;
- guidance on identification of SEND in the Code of Practice;
- information on individual pupils' special educational needs, including pupil profiles, Learning Plans and targets set;
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- advice provided by outside agencies;
- information available through Lancashire Education Authority SEND Local Offer at: www.lancashire.gov.uk/send.

This means that every staff member will have complete and up-to-date information about all pupils with special needs and disability (including medical conditions) and their requirements which will enable them to provide for and support the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to ensure the effective coordination of the school's SEND provision.

8. ADMISSION ARRANGEMENTS

Please refer to the information contained in our admission policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

9. ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

In line with Lancashire County Council's SEND local offer and our school local offer (published on our website: www.brinscall.lancs.sch.uk), Brinscall St John's CE/Methodist Primary School provides equality for all its pupils. The SENCo 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 Educational Health and Care plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The SENCo, Headteacher and Senior Leadership Team meet regularly to agree on how to use funds directly related to statements and EHC plans.

Where school feel there is further support required which needs additional funding, the SENCo will make individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for further

funding. It would then be the responsibility of the SENCo, Headteacher and Senior Leadership Team to agree how the allocation of resources will be used.

10. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines Special Educational Needs as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

At Brinscall St John’s we believe that any additional need should be identified and supported as early as possible in order to achieve the best possible outcomes for that child.

The SEND Code of Practice 2014 identifies 4 broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The purpose of early identification is to put in place appropriate intervention and support to help reduce or remove barriers to a child’s learning. We aim to identify the needs of pupils by considering the needs of the whole child, not just their special educational needs.

At Brinscall St John’s we monitor all children’s progress regularly and have formal termly assessments so that we can identify all children who are not making expected or better progress. Parents, carers and pupils are then invited to discuss and review the progress made and targets will be set.

Special educational needs provision is provided in addition to the excellent quality first teaching, differentiation and a broad curriculum where all can succeed. Brinscall St John’s recognises that all teachers are teachers of children with SEND. It is the teacher in the classroom that will make the biggest difference to children with additional educational needs, and that teachers can be well supported by additional interventions and programmes in groups or as individuals led by teaching assistants and other adults.

In accordance with the Code of Practice 2014, at Brinscall St John’s we adopt a **graduated approach** to SEND support:

Quality First Teaching and the process for identifying additional needs

1. Class teachers are responsible and accountable for the progress and development of the pupils in their class.
2. Any pupils identified as falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will have

specific interventions planned to support areas of development and progress will be monitored.

3. Any pupil identified as possibly having additional needs/SEN will be closely monitored to assess their level of learning and possible barriers to learning.
4. The class teacher will provide differentiated learning opportunities to support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
5. The SENCo will be consulted if appropriate for support and advice and may observe the pupil in class.
6. Through these actions it can be determined whether any additional special provision may be needed.
7. As the people who know their child the best, the parents of the child will be invited into school to discuss any concerns and provide further information to school to help with the identification of the most appropriate provision for the child. Opportunities for discussion with the child will also be provided so that their input on what the barriers to their learning might be can also be considered. The class teacher and the SENCo will consider all of the information gathered from discussions and assessments
8. The child will be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register.
9. If specialist support is required, parents will be signposted to access specialist support from other agencies such as health and if further support is required in school, the school will access relevant specialists, which may include seeking advice and support from the Local Authority.
10. Parents' evenings are used to discuss, monitor and assess the progress being made by children. Other parent meetings can be called at any time at the request of school staff or parents.

11. SEN SUPPORT IN SCHOOL

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the school SEND register in the new category of SEN support in school (this replaces categories of School Action and School Action+). The aim of formally identifying a pupil with SEND is to help school ensure that effective and appropriate provision is put in place to help remove or reduce barriers to learning.

The **graduated approach** to SEND support consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be evaluated and revised as the needs of the pupil grows or changes. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views are really important and where relevant, advice from external support services will also be considered.

Any parental concerns will be taken into account and compared with the school's information and assessment data on how the pupil is progressing.

If necessary additional support and intervention will be planned for a pupil in order to support a pupil achieve good outcomes. To ensure that this support and intervention matches need and is effective in reducing or removing barriers to learning, this analysis will require regular monitoring and evaluation. If external support is already involved they will contribute to this assessment process.

Plan

Planning must be specific and support the needs identified during the assessment part of the cycle. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required with a clear date for review. Parental involvement may be sought, where appropriate, to help reinforce learning done in school. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

This is the implementation of the agreed interventions. The class teacher remains responsible for working with the child on a day-to-day basis and they retain responsibility even where the interventions may involve group or one-to-one teaching with another member of staff. The class teacher will work closely with teaching assistants and to plan and assess the impact of support and interventions and ensure links with classroom teaching. Further support or advice will be provided by the SENCo where appropriate.

Review

All interventions will be monitored and reviewed on a regular basis. The review process will evaluate the impact and quality of the support and interventions. It will take into account assessments as well as the views of the staff working with the child, the pupil and, if appropriate, their parents. The class teacher, with the SENCo, will then revise the support and outcomes based on the pupil's progress and development making any necessary amendments from feedback provided in consultation with parents and the pupil.

If it is felt that school is unable to fully meet the needs of any pupil through our own provision in school, a referral may be made to an outside agency (such as speech and language therapists, educational psychologists) for their support in school.

12. LEARNING PLANS

Every child on the SEND register has their own personalised Learning Plan. This details the identified needs of the child, strategies to support the reduction or removal of barriers to their learning and has measurable targets to support the child towards clear, positive outcomes to be achieved in a specified timescale. These are used on an appropriate basis and are monitored and evaluated regularly by staff working with the child, the class teacher and the SENCo.

Pupils, parents, class teacher, support staff and the SENCo, as well as any outside agencies involved with the pupil, are all involved in the content of Learning Plans and in the evaluation of progress towards agreed outcomes. Learning Plans are working documents with targets regularly worked upon and advanced, but children will have their Learning Plans formally renewed at least termly.

This cycle of evaluating and monitoring ensures an active process of continual renewal and improvement of the provision for all pupils at Brinscall St John's.

13. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or significant difficulties, or if from assessments by school and outside agencies it is thought that a child has SEN that require a higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHC) will be taken at a progress review meeting.

Any application for an Education, Health and Care Plan will combine information from a range of stakeholders which may include, for example:

- Parents,
- Teachers,
- SENCo,
- SEND governor,
- Support staff,
- Social Care,
- Educational psychologist,
- Health professionals.

Information will be gathered from the assess, plan, review, do, process and submitted to the Local Authority for consideration by a panel of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

14. EDUCATION, HEALTH AND CARE PLANS [EHC PLAN]

Following Statutory Assessment, if it is decided that the child's needs cannot be met by the support that is ordinarily available in school, an EHC Plan will be provided by Lancashire County Council. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. See

www.lancashire.gov.uk/send

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil as well as representatives from the Local Authority and any outside agency which may be involved with the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

15. TRAINING AND RESOURCES

We aim to keep our school staff up to date with developments in teaching practice in relation to the needs of pupils with SEND. This is done through in-service training in school, the SENCo

attending relevant SEND courses, cluster SEND meetings and relevant SEND focused external training opportunities for all staff.

Our teaching staff are responsible for the early identification, and differentiated planning, of appropriate intervention for children within their class who require this extra support.

Resources to support interventions are provided from the school budget as appropriate.

16. ACCESSIBILITY FOR PUPILS WITH SEND

Brinscall St John's follows all statutory responsibilities required in SEN and Disability Act 2001. For further details about accessibility in school please see the following documents on our school website:

School local offer, Accessibility policy.

The Headteacher, members of the Senior Management team (including the SENCo) and all teaching staff at Brinscall St John's are always happy to meet parents and carers.

17. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will support identification of SEND as well as the progress of all pupils.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available as far as possible where it is felt pupils would benefit from this provision. A full provision map is used to identify priorities and this is reviewed regularly to take account of changing needs.

Appropriate individual targets that are challenging, yet achievable are set which aim to motivate pupils to do their best, and celebrate achievements at all levels.

18. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Some children with medical conditions may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are in place in school to support pupils at school with medical conditions. Please refer to our Supporting Pupils at School with Medical Conditions policy.

19. BULLYING

Bullying is taken very seriously in our school. There is a full bullying policy available on our website. Anti-bullying awareness sessions take place in school including through lessons which endeavour to encourage children to think about the impact of their behaviour on everyone in the school community including learners with SEND.

20. STORING AND MANAGING INFORMATION

All confidential data is stored in line with the school policy on management of information.

21. MONITORING OF THE POLICY

- The SENCo will monitor the day to day implementation of the SEND Policy with oversight from the Headteacher.
- The SEND Governor ensures the Governors legal obligations are met.
- The Headteacher will monitor weekly plans for evidence of planning children with SEND.
- SENCo and SLT will monitor formal assessments to track progress of pupils with SEN.

22. EVALUATING THE SUCCESS OF THE PROVISION

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored regularly and at least on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on individual Learning Plans which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by class teachers and the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to ensure provision is effective. A whole school provision map is also kept and regularly updated.

23. SUCCESS CRITERIA

In accordance with our aims to provide high quality provision for children with SEND, the school is committed to evaluating its practice and provision for children. The success of this policy will be evaluated by using the following qualitative and quantitative judgements:

- Early Learning Goals,
- PIVAT judgements, and/or engagement model statements (as appropriate)
- Curriculum / SATS results,
- Learning Plan targets evaluations,
- Review of outcomes expected for children with SEN,
- Monitoring of progress by SENCo and Senior Leadership Team,
- Pupil reviews. All children are involved in reviewing their Learning Plans and reflecting on their progress,
- Parental views. Parents are invited to either come into school or provide their comments in writing.

24. COMPLAINTS PROCEDURE

Should a parent or carer have a concern regarding the special provision made for their child, they should initially discuss this with the class teacher. If the concern continues, then the SENCo and the class teacher will work together to address the issue and hold a meeting with the parent. When the issue has been resolved, a monitoring system will be put in place, whereby the SENCo will monitor provision and liaise regularly with parents to ensure they are satisfied with the outcome.

If the concern cannot be satisfactorily dealt with at this stage, it will be brought to the attention of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Governor.

REVIEWING THE POLICY

This policy will be reviewed annually.