



Special Educational Needs Policy

Rationale

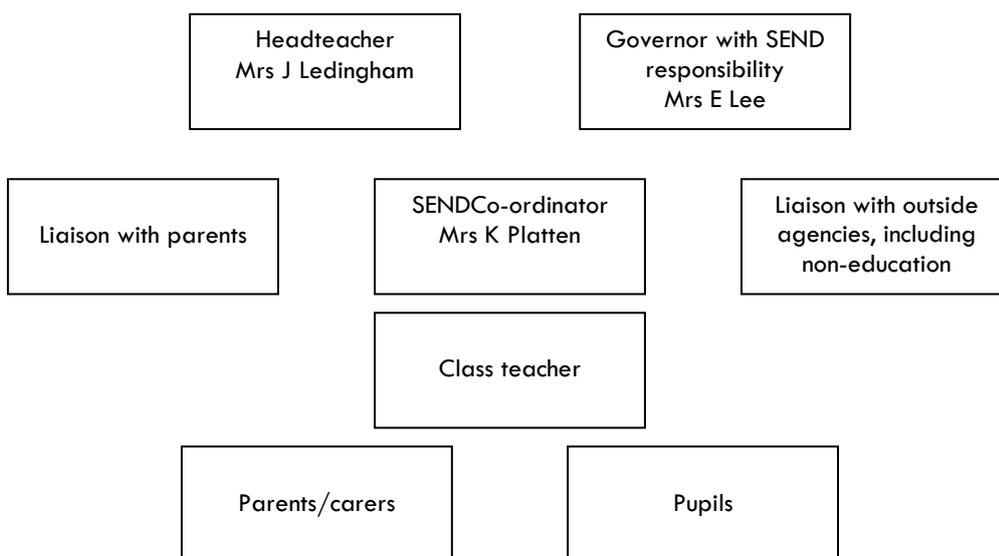
- It is a statutory requirement that every school should have a Special Educational Needs (SEN) policy.
- Funding will be allocated on the basis of prioritising the needs of the children on the Special Educational Needs Register.
- The basic philosophy at Brandesburton Primary School to meeting the educational needs of children with Special Educational Needs can be summarised as:-

Whenever possible, pupils should be enabled to participate in normal school curriculum. This may require additional teaching support, the adaptation of learning, materials and teaching methods. Children with specific physical disabilities may also require the implementation of specific facilities. Brandesburton Primary School provides wherever possible, equal opportunities for all children.

Aims

- The complete integration of SEND pupils within the school
- Sympathetic progression throughout the school
- Early identification of possible SEND pupils
- Differentiation of teaching and matching of task according to individual needs
- Careful monitoring of progress
- Regularly updated records for individual SEND children
- Full access to the curriculum
- For each child to attain their full potential.
- To keep parents informed of their child's needs and progress.
- The views of the child should be sought and taken into account.

Routines - Management of SEND within the School



Admissions

Admission arrangements are determined by the LA.

Specialisms

The school is equipped with a disabled toilet and carpeted areas to allow for pupils with physical disabilities. There is a loop system fitted in one of the classrooms. All doorways are accessible for disabled pupils.

Resources

- The school has adequate, well-maintained resources necessary for teaching our special needs pupils.
- Each year the budget for statemented pupils is allocated appropriately for TA/external support and resources.

Identification, Assessment and Review

- It is the responsibility of all staff to assist in identifying pupils with SEND.
- The identification procedure involves the use of parental information, pre-school records, class teacher observations, baseline assessments, National Curriculum key stage results and the appropriate testing procedures that take place in school. Refer to Assessment, Recording and Reporting Policy.

Cause for Concern

Once a child has been identified as possible SEND, the class teacher informs the SEND Co-ordinator. The child can then be placed on the school's 'Cause for Concern' register after discussion with parents. At this stage it is the responsibility of the class teacher to differentiate work, monitor progress and keep parents informed.

Sen Support

When a class teacher identifies that a pupil has SEND – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – a PTSP (Pupil Termly Support Plan) will be devised in consultation with the parents. The SENDCO will take the lead in planning future interventions for the child in discussion with colleagues. The SENDCO and the class teacher, in consultation with parents, ask for help from external services. They are provided with advice or support from outside specialists.

Pupils with a statement of Special Educational Needs or Education, Health and Care Plans EHC Plans

The SENDCO is responsible for submitting a statement request to the LA. If a statement is agreed, the SENDCO, class teacher and relevant outside agencies, in consultation with parents agree strategies to be put in place to support the child based on their individual needs. A PTSP will be devised.

The SENDCO should take the lead in:

- Any further assessment of the child.
- Planning future interventions for the child in discussion with colleagues.
- Monitoring and reviewing the action taken.

Reviews and progress

- PTSPs are reviewed termly in consultation with the class teacher and parents/carers.
- Children with a Statement of Special Educational Needs have their statement reviewed annually in addition to PTSP reviews.
- All pupils are involved in evaluating their own progress towards targets on their PTSP.
- A breadth of evidence is used to demonstrate progress. This includes standardised assessments, curriculum based assessments, formative assessment, APP documentation and observed learning behaviour.

Curriculum

- SEND children have full access to a broad, balanced curriculum.
- The class teacher differentiates work according to the child's needs.
- We group children creatively to ensure effective progress and this may involve teaching assistant support.
- Children with a Statement of Educational Needs have teaching assistant support and input from other agencies as appropriate.

Integration

SEND children are fully included.

See separate Inclusion Policy.

Complaints

Complaints will be dealt with under the school's normal complaints' procedure.

Inset/Staff Development

LA courses are part of Inset training for SENDCO and TAs.

The SENDCO is appointed from current teaching staff with specialist advice and support available as necessary.

The SENDCO will have allocated time each week to work alongside pupils on the SEND register, to monitor progress and identify learning opportunities for these children within the class teacher's planning as well as completing associated paperwork and liaising with relevant agencies.

External Support

The school has access to the full range of LA support services. Currently, the following services are involved within the school:-

- Education Inclusion Service
- Speech and language Therapy Department
- School Nurse
- Community Nursery Nurse (Sure Start Children's Centre)
- Youth and Family Support
- Occupational Health
- IPaSS (Integrated Physical and Sensory Service)
- CAMHS (Child and Adolescent Mental Health Service)

External Relations

We have positive links with our local secondary school and initiate a programme of additional visits as necessary. Meetings between the secondary school learning support manager and external agencies ensure smooth transitions.

The SENDCO attends regular local SEND forums.

Parents and Carers

Parents are encouraged to be fully involved with all aspects of their child's education. This is done in a variety of ways including parents' evening, curriculum evenings, telephone calls and letters. Parents are kept informed at all times of issues arising from their child's PTSP and in the case of those children with a Statement of Educational Needs/EHC Plan, the annual review. In both cases, parents are invited to complete a review form prior to the meeting. At all stages, parents are kept fully informed of their child's progress.

Responsibilities

- The Headteacher and the Governing Body have overall responsibility for SEND within the school.
- The SENDCO is Mrs K Platten.
- The governor with responsibility for SEND is Mrs E Lee.

The SENDCO is responsible for:

- The day to day operation of the SEND Policy.
- Having an overall view of SEND within the school.
- Liaising with parents and external agencies.
- Liaising and supporting class teachers.
- Liaising with the SEND Governor.
- Maintaining the SEND register.
- Collaborating with colleagues to identify needs, plan, monitor and assess programmes and keep accurate records.
- Completion of LA audit of SEND provision within school.

Class teachers are responsible for:-

- The identification of a child's SEND.
- Consulting the child's parents in the first instance.
- Collecting relevant information about the child.
- Informing the SEND co-ordinator.
- Working closely with the child in the normal classroom context; differentiating and matching the curriculum to meet the needs of the child.
- Collecting and keeping evidence for all SEND children in their class.

Policy reviewed and amended by Mrs K Platten June 2017
To be reviewed June 2019