

BRACKENSDALE INFANT SCHOOL

SEND POLICY

Special Education Needs and Disability

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| Date of Policy | Spring 2015 |
| To be reviewed | Spring 2016 |
| Member of Staff responsible for the Policy | Helen Bye |

Mission Statement

“Together we are committed to promoting a positive attitude to life and learning in an environment which is safe, caring, friendly and motivating.”

At Brackensdale Infant School we value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible learning environment.

We endeavour to make every effort to achieve maximum inclusion for all our pupils whilst meeting pupils’ individual needs.

The Governing body will ensure that appropriate provision is made for all pupils with special education needs and /or disabilities.

This policy reflects the 2014 SEND Code of Practice, 0-25 guidance.

This policy should be read in conjunction with school policies on:

- Behaviour and Bullying
- Safeguarding
- Personal, Social, Health and Citizenship
- Equality and Diversity
- Care
- The Service Level Agreement with the Local Authority

Responsibility

- The Inclusion Manager is Miss Helen Bye, who is the Deputy Head teacher and a member of the Senior Leadership Team.
- The teaching of children with SEND is the responsibility of all teaching staff.
- Speech and language programmes are managed by Mrs Sam Hassall.
- Medical/Health care plans are managed by Mrs Karen Stone, the Learning Mentor.
- The Governors with responsibility for SEND are Lisa Flowers and Debra Tarbitt.

The SEND team can be contacted by e-mail at SENCO@brackensdalei.derby.sch.uk

Responsibilities of the Inclusion Manager:

- Overseeing the day to day operation of the SEND policy
- Coordinating provision for children with SEND
- Liaising with teachers and teaching assistants
- Overseeing and monitoring the records of children with SEND
- Liaising with parents
- Contributing to in-service training of staff
- Liaising with the Local Authority psychology service
- Liaising with the LA health and social services
- Ensuring that the statutory annual review of EHC plans take place as notified by the LA

The SEND Aims of the school

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability so that they reach their full potential
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to
- To provide specialist provision for children with Autism and/or Communication Disorders through Enhanced Resource provision

Definition of Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for others of the same age in mainstream schools

Special education provision means:

- Educational provision which is additional to, or different from the educational provision made generally for children of the same age in maintained schools (other than special schools)
- Our Enhanced Resource status provides specialist provision for children with a diagnosis of Autism or other Communication Disorders, this may be in our special facility, The Ark, or in

mainstream school depending on the individual needs of the child and under direction of the Local Authority.

Children must not be regarded as having learning difficulties solely because their language, or form of home language is different from which they are taught.

Our practice is guided by the Special Needs Code of Practice 2014 when carrying out duties towards all pupils with special education needs or disabilities, and ensure that parents are notified when SEN provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotion and mental health difficulties**
- **Sensory and /or physical needs**

Children make progress at different rates and have different ways they learn best. Teachers account for this when they plan teaching and learning activities. Pupils making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

Identifying Special Educational Needs

All teachers are responsible for identifying pupils with SEND, and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.

Initial identification may be through:

- Evidence obtained by teacher observation.
- Analysis of progress and results of teacher assessments through tracking.
- Performance against national expectations in National Curriculum and against early years 'Ages and Stages.'
- Speech and language assessments.
- Information from parents.
- Records from previous settings.

The school recognises that lack of progress within school may not be an indicator of SEND and may be a result of a variety of other factors. Early Help Assessments will be carried out if this is a more appropriate response to the individual child's needs. Likewise a child who is making progress may still have SEND and this will be considered by the teacher in conjunction with the SENCO.

A Graduated Approach to SEND Support

The school believes that all children are entitled to quality first teaching. However we recognise that for some children a more individual approach may be needed. The school adopts the levels of intervention as described in the SEND Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

SEND Initial Concerns & Monitor

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is require.

The class teacher will first take steps to further differentiate the learning to better support the pupil and this may require an adjustment to the style of teaching adopted with that pupil.

The SENCO should be informed and consulted to provide any support or advice and may observe the pupil.

Parents will be fully informed so they can share any information and knowledge with the school to help better understand the needs of the child.

The child is recorded as having initial concerns and monitored carefully, they may not be placed on the SEND register at this point.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

The support consists of a four part process.

- Assess
- Plan
- Do
- Review

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

Assess

This involve clearly analysing the pupil's need using 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 experiences of the parents. Advice from external support services and staff will be sought where appropriate and with the agreement of parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. This plan will be recorded in the form of a Target Planning document which will be shared with staff, parents and where appropriate the pupil. Target Plans will be completed with SMART targets which breakdown longer term outcomes into achievable, manageable steps.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibly even where the interventions may involve group or one to one teaching away

from the main class teacher. They will work closely with any teaching assistants to plan and assess the impact of any support or interventions and ensure links are made with classroom teaching. The SENCO will support and advice if necessary.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support outcomes and based upon pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo an Education, Health and Care Needs assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an EHC plan will be taken at a progress review.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken and the outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council which includes professionals from education, health and social care, about whether or not a child is eligible for an EHCP Plan. Parents have the right to appeal against a decision made by the EHC panel.

Education, Health and Care Plans

Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC 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.

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, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support. It could also involve consideration of the current placement and whether this meeting the needs of the child.

Further information about EHC Plans can be found via the Derby City website:

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

Managing Pupils Needs on the SEND Register

It is the SENCOs responsibility to manage the process of placing children on the SEND register and making the decision to exit the register if, after review, it is deemed that the child's needs can be met without any SEND provision.

These decisions are made through a review of the child's progress, the information is gathered through:

- Pupil progress meetings
- Analysis of performance data
- Observations of the child within the classroom
- After reviews of the Target Plans
- During Statutory reviews
- Through discussion with professionals from outside the school
- Discussions with parents

Supporting Pupils and Families

We firmly believe in developing a strong partnership with parents and that this will enable pupils with SEND to achieve their potential. We recognise that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring that all parents and carers have appropriate communication aids and access arrangements
- Providing information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Agreeing targets for their child
- Making parents aware of other services which may help them
- Supporting the transition process from school to school, across phases and from class to class.

Our **SEN Information Report** can be found on our website at: www.brackensdalei.derby.sch.uk

Admission Arrangements

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND. The local authority, Derby City Council, administers admissions into the school.

Places within the Enhanced Resource provision are admitted through the local authority. We will consult with the Local Authority, parents and the child's current setting to ensure that the provision is appropriate and can meet the needs of the individual child.

Supporting Pupils at School with Medical Conditions

We recognise 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 may also have special educational needs and may have an EHC Plan which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice 2014 is followed.

Karen Stone our Learning Mentor draws up care plans for individual children and is responsible for keeping these up to date. See the school's Care Policy for further details.

Evaluating the Success of Our SEND Policy

The SEN Governor will meet at least annually with the SENCO and report on the success of the policy against the 'SEND Aims of The School' stated within this policy. The school will adopt the Revise, Revisit, Refine and Refresh approach to ensure that our provision is successfully meeting the needs of SEND pupils and parents. This process will also identify any training needs for staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests
- School tracking information

Complaints Procedure

The school's complaints procedure can be found on the school's website at:

The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

Links with External Agencies/Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. Derby City Council's Local Offer webpage is a good source of support and information about local services that can be very helpful to families and will signpost you to other useful agencies and services.

www.derby.gov.uk/sendlocaloffer

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Clinical psychologists
- Medical practitioners
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- School nurse
- Social care workers
- Education Welfare Officers
- Behaviour support advisors
- SENCOs in other Derby schools

SEND Policy Review

The school considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

This policy was written on 18th November 2014

Review date: November 2016