



SEND POLICY

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of 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.

Taken from 2014 SEN Code of Practice: 0 – 25 Years; Introduction xiii and xiv

- There are four broad categories of SEND:
 - **Communication and interaction** (such as autistic spectrum and language disorders)
 - **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
 - **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
 - **Physical and sensory** (such as hearing or vision impaired)

Introduction

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This document details how this school will strive to ensure that the necessary provision is made for any child who has special educational needs and disability, and that those needs will be made known to all who are likely to teach them.

Our fundamental principles are that:

- A child with SEND should have his/her needs met.
- The special educational needs of children will normally be met in mainstream schools or settings and be exposed to Quality First Teaching and a differentiated curriculum.

- The views of the child should be sought and considered.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including Foundation Stage and National Curriculum.

As an inclusive school we will aim to:

- To identify, at the earliest opportunity, barriers to learning for children with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual children.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

The SEND team at Brooke Hill Academy

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Sharon Milner – Executive Head Teacher

Rachel Moss – Head Teacher

Lynn Hall – SENDCO

Please make an appointment with the school office if you wish to speak to the SENDCO

Role of the class teacher

- To identify children who are experiencing difficulty in any area of their school life.
- To differentiate within the classroom, and to provide appropriate opportunities and resources.
- To inform parents of concern and to seek support from parents.
- To organise and differentiate the child's work and to keep records of this process (using Provision Maps) for assessment by external agencies should the child move to SENS.
- To monitor and record progress of children with SEND, keeping children's files up to date and secure in the classroom.
- To pass all relevant SEND information/paperwork to child's new teachers.
- To liaise with SENCO in providing support for children with SEND.
- For children experiencing any difficulties, including emotional/behavioural difficulties, class teachers will keep evidence of strategies used (Provision Map where necessary) and will involve parents in a supportive role.
- As new members of staff arrive, they are advised about SEND arrangements and their responsibility towards the implementation of the policy.
- Teachers will develop Provision Maps 3 times a year. These will be planned and reviewed with parents, including their and the child's view as a way of recording the 'Graduated Approach'. These are to be copied to parents and SENDCO.

Role of the SENDCO

The SENDCO, with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning, and to sustain effective teaching through the analysis and assessment of children's needs, by monitoring children's achievements, and by setting targets for improvement.

Responsibilities may include:

- Overseeing the day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with colleagues to support children with SEND.
- Overseeing records for all children with SEND.
- Liaising with parents of children with SENs and EHCP.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Collecting and monitoring Provision maps after the planning stage and review stage.
- Collecting evidence and applying for further support including EHCP and top up funding.
- Monitor the progress of children.
- Monitor the SEND register and ensure children are tracked effectively.

Role of the Head Teacher

- To familiarise themselves with SEND arrangements.
- To monitor SENs reviews.
- To monitor teaching arrangements made for SEND children and the work of teaching assistants who support SEND children.
- To provide the necessary support and resources to the SENDCO to be able to complete the necessary requirements for SEND.
- To advise the LA when a formal assessment may be necessary.

Role of the governors

The governing body must:

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014

Role of parents

- Partnership with parents plays a key role in enabling children with SEND to reach their potential. Parents should work positively with the school to help support their child. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active role in their children's education. Developing good relationships with parents is seen as crucial to success.
- Parents to give support at home whenever possible with the emphasis on raising self-esteem and building a positive attitude.
- Provision maps will be discussed at parents evenings and review meetings 3 times a year. Parents will be invited to attend to discuss the provision and progress of their child.

Role of the child

Children are encouraged, in a simplified way, to be part of the decision making process and the setting of their developmental targets. The emphasis is on success, and this is supported within the school's overall ethos and attitude.

Identification – The Graduated Approach

The identification of SEND for children takes place through the Graduated Approach. This cycle is recorded on a Provision Map (see appendix 1) This is a cycle consisting of 4 areas;

- **Assess** - the child's needs are assessed. This can take place during scheduled pupil progress meetings, termly assessments or ongoing observations from staff or parents. If a difficulty is identified, this information is recorded on a provision map.
- **Plan** – using the assessment information, we plan provision to help support the child's needs and set realistic targets. These are recorded on a Provision Map.
- **Do** – the provision is put in place for at least one small term. Evidence of this is recorded and referred to on Provision Maps.
- **Review** – the provision is reviewed continuously in school by the staff members involved and adapted slightly where necessary. Three formal reviews (one cycle) take place each year, this involves parents and is an opportunity to look at what has worked and what hasn't. There is an expectation that any provision that has not been effective will be modified for the next Graduated Approach cycle.

In most cases, we will use the graduated approach for at least one cycle using the initial concerns form before establishing whether a child has a SEND. There are some cases where a child has an underlying need that has an impact on their school life or where a child joins us from another setting with an identified SEND.

The SEND register is reviewed at least termly to ensure only children who require the support are identified.

Although the school help to identify special educational needs, and make provision to meet those needs, **we can not diagnose**. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Request for external professional support

A request for support from external professionals can be made when the child does not meet their targets or make progress, in their highlighted area of need, despite the school-based provision. It will be a decision made between the SENDCo, class teacher, Headteacher and parents. External support services will usually see the child so that they can advise teachers on targets and accompanying strategies, and provide more specialist assessments to inform planning and the measurement of child's progress.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.

Special Educational Needs Support (SENs)

When a child is identified with SEND, the class teacher will provide interventions that are additional to those provided as part of the school's differentiated curriculum guided by outside professionals and the SENCO. This will be called SENs (Special Educational Needs Support). The triggers for intervention through SENs will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Presents persistent social, emotional and mental health concerns which can present in complex behaviours, not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment/intervention.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Outside Agencies (such as Educational Psychologist, Occupational Therapists), SENCO and the child's teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Some group or individual support.
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment.

School request for Education Health Care Plan Assessment

Where a request for an EHCP assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place. The school will provide the evidence through review documentation. The application needs to include:

- Provision maps with reviews completed.
- Personalised timetable.
- Child's medical history where relevant as appropriate.
- National Curriculum attainments in literacy and maths.
- Educational and other assessments, e.g. from an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals such as health or social services.

An EHCP involves consideration by the LA, working co-operatively with parents, the school, and, as appropriate, other agencies, as to whether statutory assessment of a child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream school, the LA will consider the case for statutory assessment of the child's special educational needs. The LA may decide that the degree of the child's learning difficulties and the nature of the provision necessary to meet the child's needs is such to require the LA to determine the child's special educational needs through an Educational Health Care Plan (EHCP).

An EHCP will include:

- The child's name, address and date of birth.
- Details of all the child's special needs.
- The special educational provision necessary to meet the child's needs.
- The type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.

All children with EHCP will have short term targets set for them that have been established after consultation with the LA, parents and child. These targets will be implemented through a Provision Map, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions/provision recorded in the Provision Map will continue to be the responsibility of the class teacher.

Annual review of EHCPs

All EHCPs must be reviewed at least annually with the parents, the child, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the ECHP. The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved.

The review will follow the 'Person Centred Plan' format. This will entail each participant at the meeting to contribute to the following:

1. What people like and admire about the child?
2. What is important TO the child?
3. What is important FOR the child?
4. What is working well for the child?
5. What is not working well for the child?
6. What needs to change?
7. Action Plan

Curriculum entitlement and integration

We aim for all children to have access to a broad and balanced curriculum in their classroom alongside their peers, this allows them to experience Quality First Teaching and differentiated learning. We are aware, however, that this is not always possible and any exceptions to this are considered very carefully with the Executive Headteacher, Head of School and SENDCO and in discussions with the Local Authority.

Most children will access their support through targeted approaches and resources within the classroom, some children may require a more specialist intervention and this will take place with qualified staff for short periods in the day.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. All children will be risk assessed prior to a school trip to consider safeguarding them but no child is excluded from a trip because of SEND.

Children with social, emotional and mental health needs

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs.

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to the School Nurse or the Health Visitor, CAMHS (Child and Adolescent Mental Health Services), paediatrician, occupational therapist, speech and language therapist or the school may make a referral through the SEMH teacher, EIP, NHS MHST, WTT, BOSS, PSP, Nurture Hub, Educational Psychologist, School Nurse or Health Visitor (depending on Local Authority offer).

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying for all children. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition arrangements - *Transition into and within school*

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Enhanced transition arrangements are tailored to meet individual needs.

Transition arrangements - *Transition to Secondary School*

The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel, training etc.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting child's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.


Criteria for success

The success of the system can be measured in terms of the following criteria:

- Effectiveness in identifying and meeting the needs of children
- Accurate records of identified children
- Provision maps that show relevant and realistic provision and targets. These will be used as working documents.
- The children maintain self-esteem.
- Parents and school work in partnership.

Adopted by Staff:		Adopted by Governing Body:	
Review Period: 2 years	Review:	Review:	Review:
Head			
Chair			

Appendix 1

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Name		Date of Birth		Year Group		Date		
								
Summary of Needs						Initial Concern SEN Support EHCP	C and I SEMH PD C and L	
Entry Data	Autumn	Outcome/Review	Spring	Outcome/Review	Summer	Outcome/Review	End of Year Levels	
Reading	Target		Target		Target		Reading	
Writing								Writing
Speaking								Speaking
Communication								Communication
Maths								Maths
Social						Social		
	Provision		Provision		Provision		External Agencies	
Parent Comments (signed and dated)								
Pupil Comments (signed and dated)								
Teacher (signed and dated)								

Appendix 2

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

BOSS – Behaviour Outreach Support Services

CoP – Code of Practise

EHCP – Education Health Care Plan

EIP – Education Inclusion Panel

EP – Educational Psychology

EYFS – Early Years Foundation Stage

LA – Local Authority

OT – Occupational Therapist

PM – Provision Map

PSP – Pastoral Support Programme

SALT – Speech and Language Therapy

SEND – Special Needs and Disabilities

SENDCo – Special Educational Needs and Disabilities Coordinator

SEMH – Social Emotional and Mental Health

TAF – Team Around a Family

WTT – Working Together Team