



Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17

Special Educational Needs & Disability (SEND) Policy

1. Introduction

1.1 At Brinkworth Earl Danby's Primary School we are committed to offering an inclusive curriculum and ensuring the best possible outcome for each of our pupils whatever their needs and abilities.

1.2 The specific objectives of our SEND Policy are as follows:-

- To ensure that pupils with special educational needs and disabilities join in with all the activities of the school.
- To identify children who need SEND support following a process of careful monitoring and assessment. We will ensure that the children receive 'Quality Teaching First' in the classroom and that effective classroom strategies are adopted.
- To discuss with parents their children's strengths and difficulties, alongside assessments, to make a plan to achieve the desired outcomes.
- To discuss with children their progress and targets as appropriate.
- To follow a **graduated approach** to interventions, following a four part cycle of: Assess, Plan, Do, Review (see below)
- To liaise with outside agencies following consultation with parents, to seek advice and support.

1.3 The schools Inclusion Manager (SENCO) is Mrs Nicky Gray who works in co-operation with Mrs Laura Hilliard (Head teacher) to carry out the role.

1.4 There is an SEND link Governor, Mr Robert Jackson, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The link Governor meets with the Inclusion Manager throughout the year.

2. Identifying SEND

2.1 In accordance with the Children and Families Act 2014, our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

"A pupil is deemed to have SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

(Children and Families Act 2014, para 6:15 p 83)

2.2 Class teachers and subject leaders, supported by the senior leadership team, will regularly assess and monitor the progress of all pupils.

2.3 The first response to identifying where progress is less than expected will be to ensure that there is 'Quality first Teaching' in the classroom and that it is targeted at a pupil's areas of weakness. Where progress continues to

be less than expected the class teacher, working with the Inclusion Manager will assess whether the child has SEND through the graduated approach.

2.4 They will also assess progress other than attainment to identify areas where pupils may be in need of additional support.

Broad areas of need

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health issues
4. Sensory and physical needs

3 SEN provision

“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents.”

(Children and Families Act 2014 para 6:40 p88)

3.1 The classroom teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils have support from teaching assistants or specialist staff. They must provide high quality teaching, which is differentiated for individual pupils.

3.2 Through the graduated approach, if evidence is gathered to suggest that a pupil may be in need of additional support, this will be discussed with the Inclusion Manager. The parents will also be involved in discussing their child’s strengths and difficulties and the outcomes that could be achieved from setting up an SEND intervention that may be provided within the school or require the involvement of an outside agency.

3.3 An individual pupil sheet will be drawn up. It will set out the expected outcomes, strategies and have a date set for review. The decision to give a child SEN support will be recorded in the schools records and the pupil’s parents will be formally informed.

4 SEND Support and Specialists

4.1 The SEND support will take the form of form of a four-part cycle:

Assess – Plan –Do – Review. This is known as the **graduated approach**.

Assess – all relevant information will be assembled and in-school assessments undertaken as appropriate. This includes the views of the pupil and the parent/carer.

Plan – Our aim is always to seek the most effective strategy to attain progress and achieve the desired outcome through:

- Planned adjustments, support and interventions to be put in place as appropriate including expected impact on progress and date for review.
- Parents aware of planned support and intervention and reinforce at home.
- Formulate an individual pupil sheet with achievable targets.
- The strategies decided on may involve a child receiving additional group work or 1:1 support.

Do – Timed intervention takes place. Progress monitored and noted for adjustments. Expectation that skills being taught are transferring and reflected in progress in class. Pupil developing independence.

Review – Effectiveness of support, intervention and impact reviewed. Revise support, decide on changes and outcomes with parents.

5 Requesting an Education, Health and Care Needs Assessment

5.1 If a child does not make the expected progress or their needs are complex, the school or the parents should consider making a request for an Education, Health Care (EHC) Needs Assessment. This will involve sending evidence to the Local Authority of all the actions that have been taken along with reports from the school, from parents and from all outside agencies that have been involved.

6 The Role of the Inclusion Manager/SENCO

6.1 As set out in the Children and families Act 2014 the key responsibilities of the SENCO may include:-

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher when a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and that a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

7 Complaints procedure

7.1 We try very hard meet the needs of all the children in our care and to help them to achieve their desired outcomes and to work in close co-operation with parents and other relevant agencies. If you have any concerns regarding your child's special needs please speak to their class teacher first. If you continue to feel concerned, please raise the matter with the Head teacher or the Inclusion Manager.

7.2 The Parents Advisory Service is available to give advice and to put parents in contact with other support groups.

8 Church School Distinctiveness

We recognise the importance of being a Voluntary Controlled School and therefore embed the teachings from the bible into our policies, values and everyday practice.

December 2017

To be reviewed by December 2018

Signed: (Headteacher)

..... (Chair of Governors)

Document Issue Control:

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