



Brampton Abbotts CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

Special Education Needs and Disability (SEND) Policy

This document will be reviewed and updated by the Governing Body bi-annually.

All references to 'the school' imply both Brampton Abbotts and Bridstow Primary Schools.

Date signed off by Full Governing Body:

Signed Daniel Brearey, Headteacher

Paul Mason, GB Chair

Date next review due: September, 2022

Our Special Educational Needs Coordinators (SENCOs) are:

Claire Lewis – Brampton Abbots CE Primary School
Catherine Shuck - Bridstow CE Primary School

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO can be contacted at school via admin;

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs under four broad areas:

- Communication and Interaction
Autistic spectrum and language disorders
- Cognition and Learning
Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.
- Social, Emotional and Mental Health
ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
- Physical and Sensory
Sight impaired, physical impairment, hearing impairment
- Medical Needs
Ventriculoperitoneal shunt, epilepsy,

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower to make progress than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We believe that parents have an essential role in enabling children with SEND to make progress, become successful learners, confident and independent children. Children's learning is more effective if parents are fully engaged. The Learning Support Plan targets are reviewed every half term. Parents will be sent a copy and be invited to comment.

The following aims will be observed:

- The School aims to work in partnership with parents. We will make this a priority in-line with the SEND Code of Practice. We will work to enable and empower parents to ensure they have a voice in the education of their child.
- Parents will be notified early if we have any concerns regarding SEND.
- We will listen to the views of parents and to any issues that are brought forward for discussion.
- We will share information with parents in informal conversations and planned meetings as well as maintaining dialogue via email if appropriate.
- Parents will be invited to review meetings to discuss their child's progress and to be involved in setting targets and agreeing appropriate intervention strategies to help the child both in school and at home.
- Parents will be able to bring a friend/relative to review meetings if they wish to do so.
- We respect the different perspectives of all parties concerned with children identified as having SEND. We will seek constructive ways to reconcile differing viewpoints.
- We respect that parents may have differing needs and/or disabilities. We aim to provide all information to parents through an appropriate media and at an appropriate level.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

This information is recorded in a Learning Support Plan which includes a one page profile about the child. The plans are reviewed in consultation with teachers, pupils and parents every half term.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions as needed for each child

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 or group basis when it meets a child's need.

5.9 Expertise and training of staff

Where appropriate, SENCOS will have completed the NASENCo qualification to ensure they are appropriately prepared for the role.

5.10 Securing equipment and facilities

If a pupil requires extra equipment and facilities we will work with the LA SEN team and/or Herefordshire Diocese to meet their needs in any reasonable manner.

As the site is on one level there is wheelchair access to the majority of the site, more details can be found in our Accessibility policy.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Monitoring by the Headteacher
- Book trawls
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We seek support from external agencies e.g. speech and language in order to meet a child's needs

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Please see our complaints policy on the website. A copy is available from the office.

5.17 The local authority local offer

Our local authority's local offer is published <https://www.herefordshire.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and SENCO **every year** and then taken to the Teaching & Learning Committee for comment or query. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions