



# Broadbent Fold Primary School and Nursery

## Inclusion, Special Educational Needs and Disability Policy

### Useful contacts

Head Teacher	Mrs C Parker – 0161 303 9411
SENCo	Mrs L Kleban – 0161 303 9411
Chair of Governors	Mr Moon / Mrs Fendall
Nominated Governors	Mrs S Sibson
Local Authority Designated head of SEND	TBC
SENDIASS	0161 342 3383

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

### 1. Statement of Intent

This policy is designed to ensure that every child receives a fair start in life, with the very best opportunities to succeed. At Broadbent Fold Primary and Nursery School we aim to meet the definition of Special Educational Needs & Disabilities (SEND), as stated in the Code of Practice, 0-25 guidance.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a child may have Special Educational Needs.

### 2. Aims

We aim to:

- ensure that all pupils with SEND, whether, physical, intellectual, social, emotional or as a result of mental health difficulties, receive appropriate, differentiated support
- raise the aspirations of and expectations for all pupils with SEND
- encourage parents/guardians to join us in planning and supporting at all stages of their child's development
- identify, assess and record and regularly review pupils' special educational needs.
- promote individual confidence and positive attitude
- enable every child to experience success
- make effective use of support services
- focus on outcomes for children and young people and not just hours of provision/support

### 3. Objectives

We will:

- identify and provide for pupils who have special educational needs and additional needs <sup>2</sup> work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
- provide support and advice for all staff working with SEND pupils

### 4. Identification of SEND

Special educational provision will be matched to the child's identified SEND. As a School we identify the needs of pupils by considering the needs of the whole child. Children's SEND are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

We recognise that the identification of a child's need can be made by a number of people including G P, health visitor, teacher and parent. The school can be made aware of a child's need in a number of different ways:

- through formal and informal teacher observations
- by assessing against National Curriculum criteria, Early Learning Goals, SAT's
- high quality formal testing procedures: standardized tests for reading, spelling, numeracy and non-verbal skills
- through EHA (Early Help Assessment) for higher levels of need, we draw on more specialised assessments from external agencies and professionals

Currently, children are either classed as having SEN Support or as having an Education Health Care plan.

A register of children with SEND is regularly updated. The children's records will be regularly reviewed and updated. Reviews will normally take place termly. Parents will be informed of such meetings and will be invited to attend.

We also identify the following needs that are not SEND but may impact on progress and attainment:

- disability
- attendance and punctuality
- Health and Welfare
- English as a foreign language (EAL)
- being in receipt of pupil premium grant
- being a looked after child (LAC)
- being a child of service man/woman

## 5. Managing Pupils Needs

A graduated response to SEND Assess– Plan – Do – Review (See appendix 1)

After identification, SEND children will be placed on the schools SEND register. The children will continue to be provided for through quality first teaching and through differentiation of the curriculum, allowing them to be educated alongside their peers in the classroom. However, on occasions it may be deemed necessary to withdraw the child from the classroom for specific teaching and interventions. Where this happens, class teachers are still responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Class teachers, SENDCO, teaching assistants and other agencies when required will plan for the individual needs of the SEND child and formulate an individual or whole class provision map (dependent on need) which identifies their main needs, plans small measurable and achievable targets, suggests outcomes and records the provision the child will receive. The class teacher will then ensure this provision map is followed.

Provision maps will be written and reviewed on a termly basis. Reviews will be held with parents and the child (where appropriate) and will celebrate the child's achievements and plan for the future. A child centered pupil profile (CCP) will be produced at this stage and this will be shared with the pupil and parents.

Where children have greater needs, the school will seek the advice of other agencies for advice and support. The School's Educational Psychologist may become involved at this point.

Triggers for SEND may be:

- a child making little or no progress even when monitoring has occurred.
- a child demonstrating difficulties in developing their literacy or numeracy skills.
- a child presenting emotional or behavioural difficulties that are not changed by behaviour management techniques.
- communication or interaction difficulties despite provision having been made to support these.

The SENDCO and the class teacher will decide on action needed to help individuals in light of their assessment. Planned support will be delivered at a level that is appropriate to the individual concerned. The LA support services may be used to gain advice about how best to deal with individual cases. It will not be necessary to have regular support from external agencies.

Triggers for an EHC plan:

- a child continues to make little or no progress over time.
- the child's work is significantly below the age related expectations.
- a child continues to have difficulties with literacy or numeracy.
- emotional and behavioural difficulties continue to grow which interfere with a child's learning.
- ongoing communication difficulties that impede the development of relationships and cause barriers to learning.

As a result of meetings with external agencies, teachers, parents and the SENDCO, provision maps will be drawn up to target an individual's needs. The delivery and interventions from these provision maps will be recorded and this is the responsibility of the class teacher. An annual meeting will be held with representatives from the LA.

The voice of the child

Children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Where children are able they are involved in planning and attending person centered reviews.

External support for SEND

In order to fully support the children at our school with SEND we make use of teachers and facilities from outside school, e.g. EEF, Teaching schools, Oakdale Special School, links with the Educational Psychology service, BLIS team, SEN team, Specific Learning Difficulties team, Pupil Support Service, CLASS, CAMHS, SALT, EMAT and Sensory Support amongst others. (Dictionary of terms included in appendix)

Where a child needs to access external support services, the additional cost of this will be dependent upon the type of additional support/ specialist service required. Some services are accessed through the LA referral procedures, while others are provided by the LA through the schools service level agreement.

Where pupils' needs are more severe and additional funding is needed from the LA's High Needs Block, the school will apply for an EHC Plan. The LA will then assess, in partnership with the school and parents, the level of funding required. Funding is also available for Nursery children from the Inclusion team and can be accessed without an EHC Plan.

## Criteria for exiting the SEND register

We use the Tameside Thrive Document to assist us with criteria for exiting the register. It will usually involve the child achieving in line with other children in their year group. It may also occur where children are consistently meeting their targets or have made improved and sustained progress. It may also occur on the advice of other professionals.

## Supporting pupils and families

Parents have a right to know if their child is experiencing difficulties of any kind, and the class teacher will notify them, and explain what help can be provided within school and discuss what help can be provided at home. Broadbent Fold Primary and Nursery School aims to promote a culture of co-operation between parents, school, LAs and others. This is important in enabling children with SEND to achieve their potential. Parents are encouraged to discuss with the class teacher, and SENDCO if appropriate, any concerns regarding their child's education. Contact with parents may be made by phone, letter, informal or formal interview. All significant contacts will be logged, dated and a summary of information discussed will be made. This log will be put in the child's record.

## Monitoring and evaluation of SEND

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by SENDCO and subject co-ordinators
- analysis of pupil performance data and test results - for individual pupils - for cohorts
- value added data for pupils on the SEND register using Early learning goals, NC requirements and improvements in reading, spelling, numeracy age and non-verbal scores
- provision maps – outlining provision at wave 2 and wave 3
- intervention evaluation by teachers and TAs to ensure interventions are impacting on the child's learning
- monitoring of policy, procedure and practice by the SEND governor and Headteacher
- school self-evaluation
- the LA SEND moderation process
- Educational Psychologist reports

Success will look like:

Children with SEND where possible are being identified early and support is being offered  
children with provision maps and CCPs are meeting their individual SMART targets  
teachers are more able to identify children with SEND  
records are being kept on individual children  
parents are being involved in all stages of their child's support and educational development

- parents feel informed about their child's needs and feel able to come and talk to staff about these
- the school and parents are working in partnership
- fewer exclusions
- the school draws on the advice and expertise of outside agencies
- report to Governors on a termly basis

## 6. Bullying

At our school, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners at our school.

We take great care to ensure we safeguard the needs of pupils with SEND, whilst promoting independence and building resilience in their learning. More details can be found in the school's bullying policy.

## 7. Inclusion

Broadbent Fold Primary and Nursery School strives to be an inclusive school, engendering a sense of community and belonging through its:

1. inclusive ethos
2. broad and balanced curriculum for all pupils
3. systems for early identification of barriers to learning and participation
4. high expectations and suitable targets for all children
5. good communications with parents/guardians and support agencies

## 8. Training and Resources

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND we encounter.

The general ethos of our school is to welcome sharing of expertise. SEND is an integral part of our school development plan. It can be an item on any staff meeting agenda as well as having a number of staff meetings during the year when it is highlighted for discussion. We follow the EEF 'Five a Day' recommendations and Rosenshine's Principles of Instruction and have had extensive training on both. We adapt our teaching in response to pupil's learning and adjust to meet all pupil's needs. There is daily contact between all staff to monitor individual pupils and to discuss concerns. We also have a Dukinfield SEND Cluster where SENDCO's share good practice, ideas and resources.

## 10. Roles and Responsibilities (See appendix 2 for further information)

The Governors and the Headteacher are responsible for ensuring that the general policy is followed and that the approach to provision ensures the needs of the children with special needs are met. The Governors appoint a Governor with responsibility for SEND. The Headteacher is responsible for the day-to-day management of special needs throughout the school. The SENDCO is responsible for the day-to-day operation of the Special Needs Policy. Our staff, share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. The Teaching Assistants and Learning Mentor work alongside staff supporting children's individual needs.

The SENCO has a key role in determining the strategic development of the Special Needs policy and provision in the school in order to raise the achievement of children with SEND.

## 12. Storing and Managing SEND Information

SEND documents are confidential and as a result are stored in individual folders on the schools server or in class files which are kept in locked cupboards or filing cabinets. When the children leave school their SEND information will be passed securely onto their next school. Where information is no longer required, this information will be deleted or shredded. Any information that is written about a child with SEN will be shared with parents.

### 13. Reviewing the Policy

The SEND policy will be reviewed by the SENDCO, shared with and amended by teaching and support staff and then shared with Governors. This will take place on an annual basis. It will then be shared with parents via the school's website.

### 14. Complaints Procedure

Any parents wishing to discuss any aspect of their child's teaching or treatment should in the first instance speak with the class teacher. If they wish to take the matter further, they should approach the SENDCO and / or the Headteacher. If the matter is still not resolved, parents can make a formal complaint, in writing, to the Chair of Governors. Parents can also complain to the LA if matters cannot be dealt with at school level. The LA must arrange for the parent of any child in their area with SEN to be provided with advice and information about matters relating to their needs. The LA must inform parents and schools of the Parent Partnership Service.

Class teacher identifies potential concern

Class teacher commences 4 weeks of formally recorded monitoring:

- What issues?
- How do the issues present?
- Impact on learning?
- Impact on behaviour?
- Impact on social interactions?
- Evidence from home/conversations with parents?
- Teacher to look at and trial strategies recommended in the Thrive document.
- What was tried? What was the outcome?

Class teacher completes Cause for Concern form stating all the evidence collected from the 4 week formal monitoring period and submits to SENCo via CPOMs.

**Consultation with Pupil Support Services can be made at any time by class teacher/SENCo**

Within 4 weeks SENCo to observe child in the following settings;

- Classroom
- Playground
- Dinner hall

**SENCO to decide course of action**

**Not enough evidence to formally identify SEND and add pupil to SEND register.**

SENCo provides class teacher with strategies to try to support the child.

Class teacher formal monitoring cycle/information gathering might start again.

At this point if there are clear social communication and/or SALT concerns, these services have their own 12 week monitoring pathway that needs to be followed before a referral can be submitted. This might be started as soon as class teacher identifies a concern.

**Evidence suggests pupil needs adding to SEND register.**

Meeting is held with parents informing them of addition to register and to set initial SEND targets using individual pupil profile.

If necessary, class teacher/SENCo submits referral to external agency using the evidence submitted by the class teacher. (Consultation with service is usually required first).

(Social communication have their own 12 week monitoring pathway that needs to be followed before a referral can be submitted)

**Assess/Review/Plan**

Review Meeting (at least every 12 school calendar weeks) is held to assess current provision and plan next steps. This may be a continuation of internal strategies already in place, new strategies introduced or referrals for external support being made.

**Do/assess**

Targets/advice/strategies on pupil profile is implemented by class teacher.

SENCo/External agency support/advice may be a part of this process

## Roles and Responsibilities

### Governors

Governors have responsibilities in relation to children with SEND in their school:

- to appoint a 'responsible' person (either the Head teacher or a Governor)
- to ensure that proper provision is made for children on the school roll with SEND
- to ensure that teachers are informed over the general arrangements made by the school for children with SEND
- to ensure that an annual report of SEND provision and policy is made to the parents
- to ensure the school has procedures to identify and assess SEND
- to ensure that parents are notified of SEND provision for their child
- to ensure that an appropriate proportion of school resources and funds are allocated to SEND provision

### Headteacher

Has responsibility for:

- the day-to-day management of all aspects of the schools SEND provision
- keeping the Governing Body informed of the schools SEND policy/provision
- providing opportunities for INSET
- ensuring that provision maps are formulated and followed are followed
- ensuring that the school's policy is fully implemented

### SEND Co-ordinator

Has responsibility for:

- working closely with the Headteacher, teachers and teaching assistants in devising SEND programmes and identifying needs
- co-ordinating provision for pupils with SEND
- development of the school policy and provision
- making sure that the day-to-day operation of SEND policy is followed
- being available to meet with parents to discuss individual needs

### Class Teachers

Have the responsibility for:

- making themselves aware of the schools SEND policy
- identifying a child's SEND, filling in an initial concerns form and informing the SENDCO of any concerns
- putting into action any support that is needed for individual children
- keeping detailed, accurate records about individuals
- writing and informing TAs of provision maps, CCPs and support programmes
- regular reviewing (4+1) of provision maps and profiles
- liaising with other professionals about an individual's needs
- informing parents about their child's progress and needs

### Learning Mentor

Has responsibility for:

- ensuring regular school attendance
- working with vulnerable children
- writing EHAs and attending/leading meetings (Early Help Assessments)
- liaising with other professionals
- safeguarding children

#### Teaching Assistants

Have the responsibility for:

- assisting in class and where appropriate outside the class with SEND pupils
- following provision map targets with individuals and groups of children
- recording their work with SEND pupils
- being aware of the SEND policy
- informing class teacher of any issues arising

#### Parents

Have responsibility for:

- Ensuring regular school attendance.
- Informing the school of any concerns/problems.
- Supporting their child's provision map/CCP.

## Glossary of terms used in SEND

An explanation of the terms you may hear when people talk about SEND.

**Annual Review** - The review of a Statement of SEND or Education Health Care Plan that the Local Authority must carry out annually.

**Blis**- Behaviour for learning and inclusion support - Work with pupils experiencing emotional, behavioural or social difficulties in mainstream primary, secondary settings and in nurseries and in private nursery and early years settings.

**Healthy Young Minds** – Child and adolescent mental health service.

**CLASS** - Communication, Language and Autistic Spectrum Support.

**EHC Plan** – Education Health Care Plan - The formal process of assessing a child's SEND where School Action Plus or Early Action Plus have not proved sufficiently effective.

**EMAT** – Equality Multi-cultural and Access team.

**EP** - Educational Psychologist - A professional employed by the LA to assess and advise on a child's learning difficulties.

**Inclusion** -The practice of educating children with SEND in mainstream schools where it's possible and beneficial.

**LA** - Local Authority - The organisation responsible for providing or coordinating public services. The phrase "the Council" is frequently used to refer to the LA, although it isn't actually the same thing.

**Learning Difficulty** - Significantly greater difficulty in learning than other children of the same age, or disability which hinders use of general educational facilities.

**SALT** – Speech and Language Therapy.

**SEND** - Special Educational Needs and Disability - A learning difficulty or disability that makes it harder for a child to learn or access education than it is for most children of the same age.

**SEND Code of Practice** -The guidance document that LAs & schools use when identifying, assessing and providing for children with SEND.

**SENDSCO** - SEND Coordinator - A member of staff at school who has responsibility for coordinating special educational provision - the SEND Coordinator.

**SPLD** – specific learning difficulty.

**MLD** – moderate learning difficulty.

**SEMH** – social, emotional or mental health needs.