



Policy for Special Educational Needs

Bricknell Primary School

Bricknell Avenue

Hull

HU5 4ET

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In collaboration with:

Mrs M Bellringer

(Parent Governor)

November 2014

Introduction

This document is a statement of the aims, principles and strategies for the teaching of children with Special Education Needs at Bricknell Primary School. It gives information on the school's provision for children identified with Special Educational Needs and Disabilities and has been developed in response to the publication of the Code of Practice 2014.

This policy should be read alongside the school's offer for SEN, Hull's Local Offer as well as the Single Equalities scheme.

Bricknell Vision

At Bricknell Primary School we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued.

We encourage children to aim high in everything they do. We believe in developing individual talents and celebrating success in all aspects of school life. Our lessons, supported by new technologies and extra-curricular provision, will nurture curiosity, inspire a love of learning, foster independence and equip our children with the skills they need for the future.

By having high expectations and a relevant, creative curriculum, we will bring out the best in everybody. Our curriculum gives Bricknell Primary School a distinct identity and ethos, reflecting our values, our place within the local community of Kingston upon Hull, and an awareness of the wider world in which we live. Above all, we aim to make our curriculum a stimulating experience for all our pupils, laying the foundations for success in life, regardless of sex, culture, race, background or disability.

Definition of Special Educational Needs

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

A child under compulsory school age has Special Educational Needs if they are likely to fall within the above definition.

SEND Code of Practice 2014

Children must not be regarded as having a learning difficulty solely because the language or form of language within their home is different from the language in which they will be taught.

Special educational provision means:

1. For a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:
 - i. mainstream schools in England
 - ii. maintained nursery schools in England
2. For children under two, educational provision of any kind.

See Section 21, Children and Family Act 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities.”

Equality Act of 2010

Further guidance relating to Disability and how this should be catered for can be found in the Single Equalities Scheme.

Principles and Objectives

At Bricknell Primary School we believe that all pupils should have full access to a broad and balanced curriculum. In the case of pupils with Special Educational Needs this is no different. However, when planning for these children, small step targets from Individual education plans or an Education, Health and Care plan may have to be considered in order to provide the necessary resources to enable access to the wider curriculum.

In order to do this we must:

- Monitor/observe and assess children to ensure early identification of any learning, communication, sensory, physical or emotional and mental health need;

- Ensure that all children are fully included within the main-stream classroom and wider school community;
- Liaise closely with parents, outside agencies and governors;
- Ensure that all children have access to a full curriculum through the processes of assessing, planning, supporting and matching of work;
- Ensure that we work in partnership with parents/carers and children to ensure that they continue to be involved in any course of action taken by the school. This will ensure they remain fully informed and that they understand the purpose of any programme of work devised for a child;
- Monitor and evaluate the Special Educational needs provision.

Personnel Responsible for SEN

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|--------------------|---------------------|
| Mr. Tim Attwater | Headteacher |
| Miss Hannah Porter | SENCO |
| Mrs M Bellringer | SEN Parent Governor |

Miss Hannah Porter has the National Award in Special Educational Needs Coordination.

The Role of the Special Needs Co-ordinator

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEN
- 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 its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher 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
- Ensuring children with SEN are making progress through the use of pupil tracking and data analysis
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of the training relevant to their own role in the development of SEN.

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' – the headteacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can, to meet children and young people's SEN needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO. (This does not apply to 16 to 19 academies.)
- Inform parents when they are making special educational provision for a child.
- Publish an SEN information report containing information of the education of disabled children.

Admission Arrangements

Children enter school at the beginning of the Autumn term of the year in which they are five. We follow the Local Authority's admission policy. Many of the children will have spent some time in the nursery and the staff will have identified and begun planning for children who have Special Educational Needs. Should any child in FS2 be placed on the register for SEN, this information will be passed on to relevant staff as they move through the school.

Admission to the Foundation Stage

Prior to starting in the Foundation Stage, staff carry out Home visits as well as stay and play sessions that are facilitated within school. This ensures that staff can meet with parents and children and discuss any potential need or concern. During the initial weeks of admission into the nursery, observations on individual children take place. Outcomes of these are recorded and a baseline judgement is made on each child using the EYFS document. Children continue to be closely tracked by teachers throughout the Foundation Stage. Concerns are raised as early as possible in order to put into place any additional provision that is needed.

Where pupils are transferred from other schools a Pupil Transfer document is sent to the relevant school, in order to be completed and faxed back. This indicates if the child is on the SEN Register and at what stage. As relevant documentation is received, the office staff hands it to the class teacher and SENCO. The SENCO must be informed as soon as possible about any children who have been admitted with SEN. The SENCO may need to speak to the staff of the previous school. A pen portrait will be drawn up and up and provisions made to meet their needs.

Monitoring, Evaluation and Review

At Bricknell Primary we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEN. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals.

Monitoring the effectiveness of intervention strategies is an integral part of the review process that is judged by the success or failure of the individual targets set. Time is allocated during each term to monitor the delivery of interventions to ensure they remain focused on the needs of the child and to ensure that the person delivering it is given the chance to receive feedback.

Children with special educational needs are set 'small step' targets against which progress can be measured. We would expect children to be making steady progress against these targets. Teacher assessments are also used to measure the progress individual children and groups of children with SEN make. The SENCO tracks the progress of pupils with SEN in Maths and Literacy termly as well as annually and produces a report. This aims to identify the strengths in practice as well as the areas that continue to require development.

On an annual basis, the DFE produces statistical information relating to the performance of children with SEN nationally. This data has been used to compare the performance of our children in comparison to those nationally.

Progress for children with special educational needs may also be measured using the P Scales.

When setting academic targets for children with SEN at the beginning of the Autumn Term, the National Dataset Progression guidance document is used as a guide.

The Special Educational Needs Register

All teaching and non-teaching staff have access to a copy of the SEN Register. The importance of confidentiality cannot be over-emphasised. The register is updated and analysed regularly by the SENCO.

The Stages - A Graduated Response

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the code – those children with SEN catered for by the school's provision (now called SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan.

A child has 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.

At Bricknell Primary School, it is the responsibility of the class teacher, after liaising with the SEN co-ordinator, to identify when a child has a special educational need which requires different or additional provision to be made for a child.

Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a pupil and feel they should be placed on the school's SEN register, they should follow the [SEND identification pathway](#).

- Record a 'cause for concern' in SIMs and discuss with SENCO/Class teacher and parents/carers.
- Provide parents/carers with information/strategies that will help them to support their child at home.
- Provide 4 weeks of differentiated, personalised learning using targets taken for the 'small steps' programme.
- Provide regular feedback to parents/carers, and record child's progress in SIMs weekly.
- After 4 weeks, review the child's progress with the SENCO, SEN Welfare Officer and parents/carers to decide appropriate course of action, and whether or not outside agencies need to become involved in the child's educational provision.

An Education, Health and Care Plan

If after considerable advice and support, it is felt that the needs of the child remain so substantial that the school cannot meet them, then this concern will be brought to the attention of the LA in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCO will provide the local authority with:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs
- National Curriculum levels
- Educational and other assessments, for example from Educational Psychologist
- A pen portrait of the child and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care or education welfare service

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage.

Parents should be informed and given the contact details of the local parent partnership (KIDS) who will give them independent advice and support.

Once a child has received an EHC plan, an annual review meeting is held to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENCO to the review meeting or asked to produce a report. The targets set for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENCO completes the appropriate annual review form and sends originals to the LA.

At Bricknell, we also set short term targets which feed into the long term targets for children with an EHC plan. These are reviewed termly so that progress is closely monitored.

When a child with an EHC plan leaves Bricknell, their documents will be forwarded within 15 days of the child ceasing to be registered at our school. The SENCO will speak by telephone or in person to the receiving school about educational provision.

Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated called the notional SEN budget.

At Bricknell, provision for the children who are given any one-to-one support or who are regularly supported in small group interventions is funded through this budget as well as it being used to support groups of children with additional needs. A detailed provision map of intervention is available within school. This is reviewed regularly and progress of children receiving intervention is monitored closely.

Children who have an EHC Plan

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Access to the National Curriculum

At all stages, children should have access to the National Curriculum. This is achieved through careful planning, matching the correct task to the child's ability level, through structured assessment activities and the organised use of non-teaching staff. It is important to encourage parents to help their children.

Links with Support Services

The Head teacher, Deputy Head teacher and SENCO will be responsible for identifying and contacting outside agencies when appropriate. All staff will liaise as necessary with the SENCO, ensuring that all concerned are aware of any relevant information or paper work.

The expertise of the following agencies may be sought:

- **Educational Psychologist:** visits by EP to assess children and offer advice on strategies/support children need.
- **The Whitehouse Behaviour Support Service:** 'Outreach Service', advice and support for children with behavioural and emotional difficulties. The PRU also provides a 'short, sharp shock,' facility for children who display EBSD. Children also may be admitted if permanently excluded or for part of week.

- **IPASS:** an integrated advice and support service regarding children with physical, hearing and visual impairments
- **KIDS:** a parent partnership service offering support and advice to parents.
- **Social Care:** Advice and support as required, may involve Child Protection Co-ordinator.
- **Speech and Language Therapy Service:** Children can be referred by school, parents or health authority. Parents are responsible for taking their child to speech therapy, although the speech therapist works closely with the school and may work with a child within school. Programmes may be delivered by a trained classroom teaching assistant.
- **School Nurse:** Children are checked routinely on admission to school; they are given hearing and vision tests to identify potential problems. Parents are informed of any concerns and advised of further action. Parental permission must always be sought if further vision/hearing tests are required.
- **Health Visitors:** The nursery staff and SENCO work with health visitors on children who are cause for concern.
- **Education Welfare Officer:** Regular liaison with the EWO ensures that children's attendance is monitored so that frequent absence is not a contributory factor to learning difficulties.
- **Northcott Special School:** has an autistic outreach service which works with schools in order to provide support for schools who have children with ASD.
- **Children's Community Team Learning Disabilities:** based at the Children's Centre, Walker Street. They offer support to children with and the families of children with learning disabilities.

Transfer of Documents

When children with SEN transfer to Secondary school the class teacher and/or SENCO will liaise with the staff of the prospective secondary schools and hand over all SEN documentation prior to the new term beginning. The secondary school staff are invited to final review meetings of the year 6 pupils.

Where children with SEN transfer to another primary school SEN records will be forwarded within 15 days of the child ceasing to be registered at our school.

Review of this Policy

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated.