

## **BROCKLEWOOD PRIMARY SCHOOL - SEN POLICY**

At Brocklewood Primary School we uphold an inclusive admissions policy which is built on a whole community approach to special needs where staff, governors, parents and support services work together as a team co-operating, collaborating, and co-ordinating in all that they do so that it produces the best possible education for all children.

### **Definition of Special Educational Needs**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definition of the above or would do so if special educational provision was not made for them.

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

### **Definition of special educational provision**

- For children of two or over, educational provision which is additional to, or otherwise different form, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

*Taken from the SEN Code of Practice, DfES, 2001*

### **The aims of our SEN Policy are to ensure that:**

- The culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN.
- We enable pupils with SEN to maximise their achievements.
- The needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- All pupils with SEN are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- We work in partnership with parents to enable them to make an active contribution to the education of their child.
- The views and wishes of the child are taken into account.
- Close links are made and maintained with support services and other professionals from external agencies

### **Identification**

Pupils with special educational needs are identified as early as possible from various sources: pre-school settings, teacher assessment, parental concern, Individual Literacy assessment, National Curriculum assessments, trackers, previous school records/reports. It can also be identified by observations carried out by the school's SENCO or someone from outside support services. This information then forms the basis for planning a differentiated programme to meet a recognised need.

### **Identification, assessment and review arrangements**

We aim to identify children with SEN as early as possible in their school career. Teachers fill in a concern form if they have a concern about a child and this is passed to the SENCO. The SENCO and teacher will monitor the child's progress until the next review meeting. This will be done by observing the child's progress and behaviour and ensuring any extra help available will be targeted

for the child. If, after a period of monitoring and intervention, the pupil is still not making adequate progress a decision may be reached to begin **SEN SUPPORT**. At this point parents will be notified that their child is to be placed on the SEN register. Individual targets will be set and a provision map will be completed (**ITP**). The ITP's will be sent home to parents each term. Some parents will be asked to attend a termly review with the SENCO.

### **The triggers for intervention through SEN SUPPORT:**

Despite receiving differentiated learning opportunities the pupil:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional, social or behavioural difficulties.
- Has sensory, physical and medical difficulties, which need specific interventions or equipment.
- Has communication and or interaction difficulties

The SENCO meets each class teacher at least termly to review children's progress. The teacher brings with them Tracking Data, and any assessments of the children which are relevant to the meeting. Interventions are reviewed and changed as appropriate. If a child's needs are still not being met we may need to involve other agencies to support them. Some pupils may also require higher level needs funding (HLN) to be able to meet their individual needs.

Some children may require or have an **Education, Health and Care Plan (EHCP)**. This states their individual need and the provision they are entitled to. The school or parents can request an EHCP. The EHCP is reviewed annually.

### **Behaviour Plans**

See Behaviour Policy.

Behaviour plans are reviewed at the beginning of every term. However, if the provision provided for the pupil does not have the desired outcome then the behaviour plan is reviewed early.

### **Record Keeping**

Once a child has been entered on the SEN Register formal records are kept and held in the ARK. Any conversations or phone calls are always recorded on an SEN form. Records are accessible to all teachers, professionals and parents in consultation with the SENCO and Pastoral Team. All staff, where relevant, have copies of class and individual behaviour plans and ITP's. These are also available on the staff shared drive. Relevant information is always shared with staff. Records are updated termly after reviews.

### **Transition**

When a child transfers to or from another Primary school the SEN profiles and child protection concerns are always passed on. The SENCO will make contact with the school if further information is needed. Excellent information sharing and transition programmes are made with Pre School agencies as well as Secondary schools. Many children have individualised transition programmes from Year to Year as well as between key stages

### **Parent/carers**

All parents of children with special educational needs should be treated as partners. We support them to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework and make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents and carers are always informed if their children have Additional needs. This is usually done by the SENCO. We acknowledge and draw on parental knowledge and expertise in relation to their child focus on the child's strengths as well as areas of additional need. Parents are always welcome to share concerns or review provision. The SENCO and the Pastoral team are always available at Parents Evenings.

### **Facilities for children with SEN.**

The school currently have 3 additional needs classes which provide pupils the opportunity to learn through a differentiated and nurture based curriculum. There is a sensory room. We also fund a counselling service which provides 1:1 and group therapeutic interventions as well as a drop in service where children can talk. We have showering facilities, two disabled toilets and two wheel chair lifts. We also have a time out/calming room. The school also has several adaptations for pupils who use wheelchairs.

The SEN team is very skilled in all areas of SEN and are able to offer many interventions. The SENCO has many previous years' experience. Several members of the team have completed in depth Autism training, are able to deliver Special Play sessions and are trained in moving and handling pupils with physical disabilities. We deliver physiotherapy, specialised speech and language, fine and gross motor, dyslexia, Rapid Reading catch up and anger management programmes. Staff skills are developed through CPD to meet the needs of the pupils.

### **Resources**

There is adequate resourcing for SEN. We have a SENCO and the Pastoral team which includes Safeguarding Officers, Parent support Worker, HLTA SEN Teaching assistant and 15 SEN teaching assistants.

Resources are allocated according to need. We use the Nottingham City Provision maps as a guide to allocate appropriate interventions and resources. The SENCO manages the provision of SEN and its budget through provision Management. This ensures best value for money as well as effective systems to monitor progress and impact of interventions that are additional to and different from those provided by the general curriculum. These reports are sent to the Head Teacher and Standards committee.

### **Roles and responsibilities.**

The SENCO is responsible for coordinating the day-to-day operation of the SEN policy. Miss Louise Harman is the designated SENCO - from January 2014. The designated governor for SEN is Peter Munro.

### **Admission arrangements:**

The schools' admission arrangements are published separately and in line with Nottingham City's Admission Policy.

Policy Date                      June 2017

Review Date                      June 2018