

BROOMHILL FIRST SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

"All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response...." (DfES 2001)

Introduction

We strive to create a happy and caring environment in which everyone is supported to fulfil their potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.

Our SEND Policy has been developed by staff and governors. It is shared with parents/carers on the school's website and copies are available, on request, from the school office.

The SEND Coordinator is Julie Newton, who is also Headteacher at our School. Ann Gray is our named Governor for SEND.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice, 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims

- To provide a curriculum and educational structure to enable children with SEND to reach their full potential and play a full part in the life of the school.
- To ensure early identification and assessment of a child's special needs.
- To implement the staged process of assessment and review as outlined in the Code of Practice.
- To encourage the participation of parents in their children's interventions plans, and in the assessment and review procedures.
- To secure support from the appropriate external agency when required so that a child's developing needs are addressed as early as possible.

- To secure effective resource provision to enhance the learning opportunities of children with SEND.
- To ensure that SEND training for the SENDCO and for the staff as a whole becomes part of the School Development Plan, as appropriate.
- To promote understanding and agreement among the whole school community, so that there is a unified approach to SEND.

Definition of SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

xiii 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.

xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xvi A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The definition of disability in the Equality Act (2010) states children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we strive to ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Our SEND Information Report provides further information about the agencies we work with.

Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities, as far as this can be reasonably arranged, as well as promoting independence.

Identification of SEND

Some children arrive at our school with identified SEND, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If teachers have concerns about a child at our school, parents will be contacted to discuss these concerns so they can share their views. Following a period of monitoring and review, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

The school operates an 'open door' policy and parents should not hesitate to come in and speak to a member of staff if they have any concerns about their child.

Graduated Levels of SEND Support

We adopt a graduated approach in supporting children with SEND. The approach has four stages of action:

- **Assess** - in identifying a child as needing support, the class teacher, SENDCO, the child (if appropriate) and the child's parents, carry out an analysis of the child's needs. In some cases, with the agreement of parents, other professionals from health or social services who are already involved with the child may also help inform the assessments.
- **Plan** - Where it is decided to provide additional support, all those concerned agree on the desired outcomes and interventions are put in place and recorded.
- **Do** - The class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions.
- **Review** - The effectiveness, impact and quality of the support / interventions will be reviewed, usually on a termly basis, by the class teacher, SENDCO, parents and child (if appropriate). The support will be revised in light of the child's progress and development, with decisions made regarding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

We follow Northumberland's guidance for The Northumberland Graduated Approach. A copy can be found here:

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-GA-Guidance-for-Schools-2FSettings-June18-3.pdf>

Level 1:

Quality First Teaching (QFT)

Children receive quality first teaching which includes differentiated class work, in class support and quality feedback. Characteristics of Quality First Teaching can be found here:

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-Key-features-of-QFT-June-2018-1.pdf>.

The progress of the children on this level will be closely monitored and reviewed. Any concerns about a child will be noted and shared with the SENDCO and parents.

Level 2:

SEND Support

Continued or increasing concern may lead to children receiving additional interventions which aim to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

Level 3:

SEND Support - High Needs

For a number of children, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from the school's own resources, a request will be made to the local authority to conduct an assessment of individual educational, health and care needs. This may result in an Education, Health Care Plan being provided. Parents can also request an EHC Needs Assessment.

Our school information report provides further information about the agencies we work with. This report is available on our school website. The Northumberland Local Offer can be found at:

<http://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page> and the

Northumberland Mainstream School Local Offer can be found at

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf>

Education, Health and Care Plans (EHCP)

An education, health and care plan is for children and young people aged up to 25 who need more support than is available through a SEND Support Plan.

EHCPs identify educational, health and social needs and set out the additional support to meet those needs.

At Broomhill First School we will meet our duty by ensuring we:

- Respond to the local authority within 6 weeks, if a request for information relating to a statutory assessment is made.
- Respond to the local authority within 15 days if we are named on an EHCP.
- Admit any child where a school is named on an EHCP.
- Ensure that all those teaching or working with a child named in an EHCP, are aware of the pupil's needs and that arrangements are in place to meet them.
- Request a re-assessment of an EHCP at least 6 months following an initial assessment, if a pupil's need significantly change.
- Cooperate to arrange an annual review meeting and ensure information has been gathered from all parties beforehand.

If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Curriculum Delivery

- All children will have the opportunity to study all areas of the curriculum in accordance with the equal opportunities policy of the school.
- Each child will be given the opportunity to work at his or her own level and rate by means of differentiation. There will be evidence of differentiation by resource, support, task, expected outcomes and the use of a variety of teaching strategies and approaches.
- For children with SEND, interventions and targeted support will be delivered both in and out of the classroom, as appropriate, either individually or in small groups. A child may need to work on specialist equipment outside the classroom, or to allow for greater concentration away from distractions.
- National Curriculum content may be selected from key stages above and below the key stage for the pupil's chronologically - aged grouping. Such differentiated work should be presented in a way appropriate to his or her chronological age.

Home School Partnership

At our school we recognise that parents know their children best. It is our aim to develop close links with parents and nurture this important relationship so strengthening support for both child and parent.

The school operates an 'open door' policy and parents are assured of a warm welcome in school. Parental involvement in school is encouraged in several ways, such as parent helpers in the classroom, accompanying children on school trips and supporting social and fundraising events.

All parents are formally invited to meet with their child's class teacher twice a year, as well as receiving an annual written report. Parents of children identified as having SEND are also invited to additional meetings during the year to discuss their child's progress.

Pupils' Views

Children's views matter to us. Where appropriate, children are encouraged to be actively involved in setting targets and reviewing their performance. For their annual review, children with Education, Health and Care Plans (EHCP) are asked about their views on their strengths, the areas in which they feel they would like help with, and the support or interventions they are given.

Working with Other Professionals

Multi-agency work requires effective communication between the school and other agencies to ensure a coherent programme of support for children and their families.

At times of transfer, staff will work with staff from the relevant school to organise all transfer and support arrangements. This will help to ensure the transition is as smooth as possible.

The school has strong working relationships with external agencies, including:

- Local Authority
- Health Authority
- Children's Services
- Education Welfare Services
- Sensory Support Services
- Special Schools

Our SENDCO also attends SEND network meetings with staff from other local schools and agencies.

Staff Development

The school is committed to providing in-service training and staff development. As part of this, we monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND. As well as attending relevant courses/conferences, staff meetings are used by the SENDCO to train and update staff on aspects of SEND, including arranging for professionals from other agencies to deliver specific sessions, as and when appropriate.

Responsibilities of the SENDCO

The responsibilities of the SENDCO include:

- managing the day-to-day operation of this policy

- consulting with teachers and other staff regarding interventions
- liaising with parents, external agencies and the Local Authority
- attending annual and other reviews
- writing educational advice and other reports with regard to SEND
- attending training courses/disseminating information to staff
- maintaining a Provision Map and using this to monitor, evaluate and plan SEND provision
- reporting to the governing body and ensuring that they have sufficient information to carry out their monitoring role
- reviewing the SEND policy annually or in the light of new legislation/procedures.

Reviewed: February 2019

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

- . 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- . 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- . 6.34 Some children and young people require special educational provision because

they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.