



Brady Primary School

SEND Policy



'All children can learn considerably more'



Aims of Brady Primary School

“All children can learn considerably more”

At Brady Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices.

Through a child centred approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.



Rationale

The Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body's link governor for SEN and Inclusion meets regularly with the SENCO and reports to the full Governing Body termly. An annual review of the SEN & Disability Policy is undertaken by the Governing Body and any amendments made in the light of review findings.

The school has an SENCO (Angela Struthers) who has completed the National Award for SEN Co-ordination and a nominated link Governor for Inclusion (Christine Rose). The school is committed to early identification of special educational needs and adopts a graduated response to meeting need in line with the SEND Code of Practice 2014.

A range of evidence is collected through the regular assessment and monitoring arrangements and through performance management meetings. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary. There is no need for pupils to be identified or registered as having special educational needs unless the school is taking additional or different action. Many children are helped by in class interventions at an early stage.

New children joining the school are tracked by pastoral support and records passed to the SENCO after checking by the Head Teacher. We recognise that there are groups of children who do not have a special educational need but progress and attainment may be impacted upon e.g. English as an Additional Language, Child Protection, Pupil Premium, Looked After Children, Attendance and punctuality issues, Disability, Health and Welfare and being a child of serviceman or woman. These groups are closely monitored. Provision/action that is different or additional from that available to all will be recorded in a Pupil Passport (LP) (A child's individual plan of support) and recorded and tracked on the school's "Provision Map". A child requiring this extra support will be included on the school's SEND register, parents and carers will be fully informed throughout this process.

Pupil Passports will be written by the class teacher in consultation with the SENCO, pupils, parents, carers and other teachers when appropriate. It may also involve consultation and advice from external agencies.

The Pupil Passport will set targets for the pupil and will detail:

- Information about the child.
- Short term achievable targets.
- Teaching and learning strategies to be used and how they may be achieved.
- Any special provision to be put in place.
- When the plan is to be reviewed.
- The Pupil Passport will be reviewed termly, usually in October, December and March.

Outcomes and targets achieved will be recorded. Parents/carers will be invited to participate in the target setting and review process. After a Pupil Passport review new targets may be set for the learner. Children may be removed from the SEN register if they no longer require additional support. Work done towards Pupil Passport targets will be kept in a SEN folder and other relevant work photocopied and added to provide evidence of progress towards targets. If, despite interventions the school has evidence that a pupil is making



insufficient progress we may seek further advice and support from outside professionals or refer for specialist advice.

Pupils and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

We have developed links with the SEND success outreach service, Speech & Language therapy service, Child and Family Consultation Service, Early Intervention Prevention Team and Play Therapists.

We have regular visits from our appointed Educational Psychologist, School Nurse, Early Help Team and Behaviour Services.

The school's complaint procedures are available on the website.

Your child's class teacher should be the first port of call in case of any difficulty regarding special needs as for any other matters.

Any child starting at Brady Primary School with identified special needs will always be supported by staff trained before their arrival.

The SENCO attends local SENCO network meetings in order to keep up to date with local and national updates in SEND.

It is normal to differentiate each lesson taught in class for three ability groups. Every child is assessed half termly in the three foundation subjects, Reading, Writing and Maths. When a child falls below the level of their peers and is not achieving their potential it may be necessary to start intervention groups.

Intervention groups are small groups with up to six children and are designed to enable the children to catch up on basic skills in literacy or numeracy and work with the rest of the class after the intervention.

These interventions are available for any child in any year group. If a child does not catch up after intervention groups then they may take part in smaller groups of up to three children undertaking an intensive daily fifteen minute class.

If after both of these courses the child has not caught up with the lowest group in class then they may need personal intervention differentiating the work for them personally.

We may ask for advice from an outside agency such as the Educational Psychologist. They will look at what provision has been put in place and suggest alternative interventions. This often, but not always, involves an input from a teaching assistant.

Each class teacher is requested to complete a provision timetable for their class and this information is collated by the SEN team.



We can track all the interventions that each individual child has had and use this information to review provision. Provision timetables are updated and reviewed termly. The majority of children with SEN and disabilities will stay at this stage.

Resources and support are provided through the local offer for education health and care through universal and targeted services. Personalised Education, Health and Care Plans. (EHC Plan) If a child has a severe learning difficulty, usually putting them in the bottom one percent of their age range, a referral can be made to the borough for a formal assessment of their learning needs. This involves several agencies including health, Educational Psychologist and the Integrated Disability team, the school, the parents and the child.

A referral to the Integrated Disability team can be made by parents, schools and other agencies. A meeting will be arranged which will include everyone involved with the child to decide whether to start an EHC Assessment. If it is decided that an assessment should start the family and professionals working with the child will complete reports within 6 weeks. Another meeting will be held to develop the EHC plan which will highlight what support the child requires.

The family can request an individual budget to fund some of the interventions that are mentioned in the EHC Plan.

The EHC Plan is reviewed annually, the school will organise the annual review and include all external agencies and family. Additional Funding For children who do not require an EHC Plan assessment but do require additional support that is above the schools notional £6,000 an application can be made for additional funding. We would need to complete a school SEN support plan for your child which has detailed information about what SEN support your child requires and how much that support would cost. We would send the SEN support plan to the relevant SEN officer to make a decision. Further Reading SEND Code of Practice 2014 <https://www.haveringsfd.co.uk/content/distributionform.aspx?id=12604>

Review

This policy will be reviewed annually by the SENCO. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors Date

Headteacher Date