

PROMOTING POSITIVE OPPORTUNITIES FOR ALL

BRIGHSTONE C.E. PRIMARY SCHOOL



Special Educational Needs Policy

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Signed: _____
Chairman Board of Governors

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The SENCO is Michele Lincoln

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- 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 fall within the definition at (a) or (b) 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.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view the Isle of Wight's SEND offer at this website:

www.iwight.com/Localoffer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families on the Isle of Wight that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

At Brighstone Church of England Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We believe that every child is unique and should be given the opportunity to fulfil their potential in a supportive and caring Christian environment.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those** pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Use resources effectively to support children with SEN** by reviewing provision and its impact regularly.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Encourage active involvement by the children themselves in meeting their needs** by discussing plans with them where appropriate and gaining their views.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, a network of SENCOs and other outside agencies as appropriate.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

2. Responsibility for the Coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Michele Lincoln.
- Mrs Lincoln has completed the National Award for SEN Coordination.
- Mrs Lincoln has a Post Graduate Certificate in Advanced Educational Practice: Special Needs

- Mrs Lincoln regularly meets with the Headteacher and the SEN Governor.

The SEN Governor

Didi Nicholson is the current Governor with responsibility for SEN at Brighstone C of E Primary School. She has regular contact with the SENCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision. School must make an annual report to parents on the school's current SEN provision.

3. Arrangements for coordinating SEN provision.

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Brighstone C of E Primary School policy
- A copy of the full SEN register
- Guidance on identification of SEN in the Code of practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their IEP.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Information available through the Isle of Wight's SEND Local Offer.

In this way, every staff member will have complete and up to date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision. It is available on the website and paper copies can be supplied on request.

4. Admission arrangements.

A place at Brighstone C of E Primary School is available to a child with SEN provided that:

- a) The parents wish the child to attend the school.
- b) The child's special educational needs can be met by the school.
- c) Other pupils will not be disadvantaged.
- d) Resources will be used efficiently.

Brighstone C of E Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- In the terms on which the responsible body offers pupils admission to the school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education Health and Care plans and those without.

5. Specialist SEN provision.

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN.

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more information.

7. Allocation of resources for pupils with SEN.

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding.

For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. This is accessed by the School. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupil needs.

At Brighstone C of E Primary School we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and by observations during the Foundation Stage Year.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. In the Foundation Stage and Years 1 and 2 the assessments used are:

- The Foundation Stage Profiles.
- termly assessments of progress
- the Single Word Spelling Test and Reading Test
- Annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- on-going profiles of progress towards objectives in the core areas
- termly assessments of progress including the end of Year Optional SATs tests in Years 3, 4 and 5 in English and Maths
- the Single Word Spelling Test and Reading Test
- annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 2 SATs tests

The tests used in school for diagnostic purposes are

- British Picture Vocabulary Scale (BPVS)
- Sandwell Mathematics Test
- Dyslexia Screening Test where required
- The Boxall Profile

The “triggers” for further intervention

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the 2002 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for completion of the initial concerns checklist (Appendix 1) and further intervention are one or more of the following:

- Identification of poor early learning skills at the start and end of Foundation Stage.
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - The child is working at a level below the national expectation for that Year group
 - The attainment gap between the child and their peers is getting wider.
 - A previous rate of progress is not being maintained.
 - Little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- Assessments in KS1, and in KS2 showing how far below the national expectations the child is working
- The class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child's chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adult's concerns e.g.: from medical services, Educational Psychologist, Children Services.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four –part process:

1. Assess
2. Plan
3. Do
4. Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This will be recorded on the pupil's Individual Provision Map.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support

and interventions and links with classroom teaching. This will be recorded on the appropriate intervention trackers. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer www.iwight.com/Localoffer or by contacting the Parent Partnership Service on 01983 825548

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by the Isle of Wight Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN.

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate. Advice will be sought from the Island Learning Centre for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform the Local Authority.

11. Evaluating the success of provision.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure.

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnership with parents.

Brighstone Church of England Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor (Didi Nicholson) may be contacted at any time in relation to SEN matters.

16. Links with other schools.

The school works in partnership with the other schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Brighstone Church of England Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Island Learning Centre
- Social Services (CAF leader also liaises)

- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

APPENDIX 1

INITIAL CONCERNS CHECKLIST – PRIMARY

To be completed by class teacher

Pupil name: _____

D.O.B: _____

Class teacher: _____

Date completed: _____

Tick if

included

Records from previous school	
Absence percentage (if relevant)	
Medical details	
Summative assessment data e.g. SATs, Baseline, NFER	
Attainment in essential skills e.g. mark book records, early learning profile.	
Recorded examples of difficult to manage behaviour (if relevant)	
External agency records	
Work samples e.g. free writing	

Please bring the above records to your meeting with the SENCO

Differentiated classroom provision implemented over time

-
-
-
-

Key notes from observations

-
-
-
-

Key notes from discussion with other staff including teaching assistants

-
-
-

Key notes from discussion with parents/carers

-
-
-
-

Key notes from discussion with pupil

-
-
-
-

Date discussed with SENCO: _____

Decision to place pupil on SEN record?: _____

If 'no' – advice from SENCO on strategies for supporting the pupil through class differentiation to be outlined below.

Completed form to be copied to SENCO held file. Original to be kept by class teacher.