

LOVE, COURAGE & RESPECT

Learning and Achieving Through Love, Courage and Respect

BRIGHSTONE C.E. PRIMARY SCHOOL



Special Educational Needs Policy

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Signed: Mrs D Nicholson
Chair of Governors

Revision record

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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:

- have a significantly greater difficulty in learning than the majority of others 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 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 (EHCP). 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

Learning and Achieving Through Love, Courage and Respect.

Vision Statement

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to thrive and flourish in their own unique way.

1. Aims and objectives

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** in meeting their own needs by discussing plans with them and where possible, 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 safe school environment where pupils can contribute to their own learning.** This means encouraging supportive relationships in school so pupils feel safe to voice an opinion about their own needs. Pupil participation is promoted throughout school by offering a range of opportunities such as the school council, residential visits, school plays and participation in sports teams.

2. Responsibility for the Coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mrs Sue Boyd.
- Mrs Sue Boyd is studying for the National Award for SEN Coordination.
- She regularly meets with the Headteacher and the SEN Governor.

The SEN Governor

Jane Thomson is the current Governor with responsibility for SEN at Brighstone C. 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. The 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 with appropriate permissions can access:

- The Brighstone C. 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 passports, targets set and copies of their Individual Provision Map
- 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.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.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. Identification of pupil needs

At Brighstone C.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 Key Stage One the assessments used are:

- Foundation Stage Profiles
- Read Write Inc. half-termly assessments
- on-going tracking of progress in the core subjects
- termly assessment of progress using NFER standardised testing and teacher assessment
- half-termly Teacher Assessment for foundation subjects
- Single Word Spelling Test
- Phonics Screening Check
- end of Key Stage One SATs tests

In Key Stage Two the assessments used are:

- on-going profiles of progress in the core subjects
- Read Write Inc. and Fresh Start half-termly assessments
- termly assessments of progress using NFER standardised testing and teacher assessment
- Single Word Spelling Test
- half-termly Teacher Assessment for foundation subjects
- end of Key Stage Two SATs tests

The tests used in school for diagnostic purposes are:

- Sandwell Mathematics Test
- Dyslexia Screening Test where required
- Salford Reading and Comprehension

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 and further intervention are one or more of the following:

- Identification of weak early learning skills at the start and end of Foundation Stage
- Ongoing teacher and LSA observation and assessment within the classroom
- Attainment in termly and/or annual standardised tests showing one or more of the following:
 - The child is working at a level below the national expectation for their 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 has targeted a child’s identified area of weakness
- Low scores in diagnostic testing

- Weak social and emotional literacy skills
- Self-help skills or social and personal skills are 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 adults' concerns e.g. from medical services, Educational Psychologist, Children's Services.

A graduated approach:

Quality First Teaching

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be monitored
- Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge where their difficulties lie
- The child's teacher will take steps to plan targeted learning opportunities or use evidence based interventions in order to improve the pupil's progress
- The SENCo will be consulted to give support and advice and may wish to observe the pupil in class
- Parents will be informed that their child is being monitored and supported. They are encouraged to share any useful information with the school
- The child is recorded as being under observation due to a concern expressed by the parent or teacher. 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
- Parents' evenings are used to monitor and assess the progress being made by children.

SEN support

The 2015 Code of Practice states that children who continue to cause concern, despite targeted, evidence based intervention, will be placed on the school SEN register, once parents have been informed. The support provided to these pupils consists of a four-part process:

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

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

Assess

This involves clearly analyzing a pupil's needs by pinpointing any gaps in understanding, records of previous progress and attainment, comparisons with peers and national data, as well as taking into account 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. Provision will be regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are developing and evolving as required. Where external support staff are involved, their expert advice will help inform any assessment of need. Where they are not yet involved,

they may be contacted, if 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 is required; the expected impact on progress, development and/or behaviour and a clear date for review. Parents may be asked to contribute to a child's provision by undertaking targeted activities at home. This will be recorded on the pupil's Individual Provision Map.

Do

The class teacher remains responsible for working with the child on a daily basis. They will retain responsibility for the child's progress even when the child is participating in one to one teaching or small group teaching led by a teaching assistant. The class teacher will work closely with the teaching assistant to plan and assess the impact of the support and interventions a child receives and will ensure, where possible, work is linked to the teaching experienced by the rest of the class. We believe it is important for pupils to be in class with the teacher and so interventions are timetabled to cause minimum disruption to lessons, including PE. Progress towards targets will be recorded on the appropriate intervention tracker. The SENCo will offer advice to ensure that provision is matched to a child's specific needs.

Review

The child's progress will be reviewed regularly. The review process will evaluate the impact and effectiveness of the support and interventions put in place. It will also take into account the views of the pupil and 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 Plan will combine information from a variety of sources, including:

- Parents
- Teachers
- LSAs
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision, action that have been taken, and the preliminary outcomes of targets set. An SEN panel, comprising of a group of professionals working in education, health and social care, will decide whether or not a child is eligible for an Education, Health and Care plan (EHCP). Parents have the right to appeal against a decision but not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can be found via the SEND Local Offer www.iwight.com/Localoffer or by contacting SEND IASS (formerly Parent Partnership Service on 01983 825548.)

Education, Health and Care Plans [EHCP]

- Following a Statutory Assessment, an EHCP will be provided by the Isle of Wight Council, if it is decided that the child's needs are not being met by support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHCP 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.

8. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through 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.

Pupils with SEN will be educated alongside their peers in the classroom and their progress will be the responsibility of the class teacher.

Regular training opportunities will be provided for staff on recognising, supporting and teaching children with SEN. Much of this training will benefit all pupils not just those with identified needs.

Provision and support in class are deployed effectively to ensure the curriculum is differentiated and varied as required. We make sure that individual or group tuition is available where beneficial to pupils.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievement at all levels.

9. 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 activities outside the classroom. The school will seek advice, as appropriate, to ensure that all children can participate in every learning opportunity. Advice will be sought from the Island Learning Centre for children who have behavioural issues.

10. 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 with parents 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 is updated as interventions are changed. These are kept up to date by the class teacher/SENCo and are monitored by

the SENCo. Individual Provision Maps reflect information passed on by the SENCo/previous class teacher at the beginning of an academic year and are adapted following assessments. The interventions and classroom support strategies recorded on the provision maps are monitored and evaluated termly by the SENCo and information is fed back to staff, parents and governors. This helps to identify whether provision is effective and if further or different support and strategies are needed.

11. Complaints procedure

If parents believe that their child has a learning difficulty or behavioural issue, 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 governor responsible for SEN.

12. 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 important SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues. The SENCo, with the senior leadership team, works to ensure that the training commissioned is matched to the needs of our current SEN cohort and to the school's development priorities.

13. 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 to aid school inclusion.

Sharing knowledge and information with our support services is key to ensuring effective 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 inform the child's parents.

14. 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:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- 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 pupil's individual needs. The SENCo may also signpost parents of pupils with SEN to the local authority SEND IASS (formerly Parent Partnership) service, where specific advice, guidance and support may be given. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regard to any future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any action points drawn up in regard to the provision for their child. The school's SEN Governor (Jane Thomson) can

be contacted at any time in relation to SEN matters.

15. Links with other schools

The school works in partnership with the other schools to share advice, training and development activities and expertise.

16. 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 (the Family Liaison Officer will also liaise)
- Speech and Language Service (class teacher and Learning Support Assistants also liaise)
- 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. Please also refer to the school's Safeguarding Policy.