

LOVE, COURAGE & RESPECT

Learning and Achieving Through Love, Courage and Respect

BRIGHSTONE C.E. PRIMARY SCHOOL



Special Educational Needs and Disabilities Policy 2024 -2025

Date Agreed: January 2024

Review Date: January 2025

Revision record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	24 th February, 2015	KH	FGB	New Policy
2	25 th August	KH	FGB	Minor amendments
3	29.11.17	ML/DN	FGB	Minor amendments
4	07.09.2019	KLF/LI/ML	FGB	Minor Amendments
5	01.12.20	SB/DN	FGB	Minor Amendments
6	01.11.2021	SB/JT	FGB	Minor Amendments
7	18.1.23	SB/JT	FGB	Minor Amendments
8		SB	FGB	Minor Amendments

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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.

More details about the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

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. You can view the Isle of Wight's SEND local offer at this website: <https://www.iow.gov.uk/localoffer>. 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 and to learning which is sequential, cohesive, relevant and contextualised.

Objectives

- **Staff members seek to identify the needs of pupils with SEND 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 SEND.** Continuous monitoring of those pupils with SEND 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 SEND have full access to the National Curriculum.** This will be implemented by the class teacher and supported by the SENCo and Headteacher. Pupil progress 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 SEND** 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 SEND 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, SENCo networks 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, Equality And Rights Advocates (EARA) group, residential visits, school plays and participation in sports teams.

2. Responsibility for the Coordination of SEND provision

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

The SEN Governor

Jane Thomson is the current Governor with responsibility for SEND 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 SEND provision. The school must make an annual report to parents on the school's current SEND provision (SEND Information Report).

3. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEND records for individual pupils.

All staff with appropriate permissions can access:

- The Brighstone C. E. Primary School policy
- A copy of the full SEND register
- Guidance on identification of SEND in the Code of practice
- Information on individual pupils' special educational needs, including Individual Provision Maps and relevant reports from outside agencies
- 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 SEND 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 SEND 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 SEND; those with Education Health and Care plans and those without.

5. Specialist SEND provision

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

6. Facilities for pupils with SEND

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 SEND 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 SEND may be identified at any stage of this process during their school life.

In the Foundation Stage and Key Stage 1 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 (and SATs papers)
- Half-termly teacher assessment for foundation subjects
- Single Word Spelling Test
- Diagnostics spelling tests
- Phonics Screening Check

In Key Stage 2 the assessments used are:

- On-going tracking of progress in the core subjects
- Termly assessments of progress using NFER standardised testing and teacher assessment
- Single Word Spelling Test
- Half-termly teacher assessment for foundation subjects
- Diagnostics spelling tests
- End of Key Stage 2 SATs tests

The tests used in school for diagnostic purposes are:

- Sandwell Mathematics Test
- Dyslexia Screening Test (DST-J)
- Salford Reading and Comprehension
- Read Write Inc. half termly assessments
- Phonological awareness assessment

The “triggers” for further intervention

We recognise that there can be a wide range of SEND amongst our children and match the level of support to each child’s needs. We have adopted the “graduated” approach set out in the 2002 SEN Code of Practice. This is on-going, responsive assessment, monitoring and review, which informs and shapes the teaching and learning. The level of intervention increases and is further refined whenever adequate progress is not being made.

The “triggers” for 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, and attainment in termly and/or termly 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:

Universal, high-quality inclusive teaching is the first step in responding to pupils who have or may have SEND. Teachers will draw on the most appropriate features from a repertoire or toolkit of strategies. These are part of their usual classroom routine and support the wide variety of learning needs in their class. 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 SEND, 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 SEND 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.

SEND 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 SEND 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 analysing 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 considering 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 1:1 teaching or small group teaching led by a learning support assistant (LSA). The class teacher will work closely with the LSA to plan and assess the impact of the support and interventions a child receives and will ensure, wherever possible, that 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. 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 has been taken, and the preliminary outcomes of targets set. A 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 the Special Educational Needs and Disability Information, Advice and Support (SENDIASS) sendiass@iow.gov.uk . (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 SEND will be given access to a broad and balanced curriculum through specialist SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual.

Pupils with SEND 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 SEND. Much of this training will benefit all pupils, not just those with identified needs.

Classroom activities are adapted/scaffolded to allow children with SEND to access the curriculum and to make good progress from their individual starting points. 1:1 or group work will be used where children need more targeted support with a specific aspect of their learning or if an intervention has been recommended by external health professionals working with the child. Learning in these sessions is reinforced in class by the class teacher and individual targets are monitored to ensure that interventions only continue as long as they are needed.

9. Inclusion of pupils with SEND

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.

10. Evaluating the success of provision.

In order to make consistent, continuous progress in relation to SEND 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.

SEND provision and interventions are recorded on an individual provision map, which is updated termly. 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 in conjunction with the class teacher 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 SEND, 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 SEND. If any concerns are still not resolved, parents can access the Complaints Policy on the school website.

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 SEND.

The SENCo attends relevant SEND courses, SEND meetings and facilitates/signposts important SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCo, with the senior leadership team, works to ensure that the training commissioned is matched to the needs of our current SEND 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 SEND pupils and to aid school inclusion.

Sharing knowledge and information with our support services is key to ensuring effective SEND 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 C.E. Primary School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision

- continuing social and academic progress of children with SEND
- 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 SEND to the local authority SENDIASS 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 SEND Governor can be contacted at any time in relation to SEND matters.

15. Links with other schools

The school works in partnership with other schools to share advice, training and development activities and expertise. Opportunities for collaborative working predominantly arise from contacts made and discussions arising at SEND network meetings.

16. Links with other agencies and voluntary organisations

Brighstone C.E. 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
- 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.