



## **Brennand's Endowed CE Primary School**

Be kind to one another, tender-hearted, forgiving one another as God in Christ forgave you.' Ephesians 4:32

### **Policy for Special Educational Needs and Disability**

Brennand's Endowed Primary School is a community and we are committed to doing the best to meet the special educational needs of pupils, including those with disabilities. We want to ensure that these pupils achieve the best possible outcome in all aspects of School life. We aim to develop the wellbeing and potential of each child academically, socially, morally, physically and spiritually within a happy and secure Christian environment.

#### **Aims**

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through experiences that enrich learning, growth and community. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible. ( See Send Information Report )
- Enable pupils with special educational needs to make the greatest progress possible building aspirations, expectations and outcomes by effective monitoring.

- Work towards developing expertise in using inclusive teaching and learning strategies.

## **Objectives**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

(Please see the SEND Information Report)

## **Broad Areas of Need**

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment

The purpose of identification is to work out what action the school needs to take, rather than label or fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare

- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, we are committed to making appropriate provision, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

### **A Graduated Approach to SEND Support**

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. Teachers' ongoing assessment, will provide information about areas where a child is not progressing satisfactorily or a specific additional need requires addressing to minimise further barriers to learning. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS as well as more informal observations.

Teachers will consult the SENDCO to consider what might be done – the child's learning characteristics, the learning environment, the task and the teaching style can all be considered to analyse the child's barrier to learning. The SENDCO may conduct extra assessment or testing at this stage or may suggest a specialist visit. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation.

If subsequent intervention does not lead to desired progress then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEND Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
  - fails to make progress with wider development or social and emotional needs
  - fails to make progress in self-help, social and personal skills

The school will use the graduated approach 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO is responsible for liaising with those agencies. The SENDCO (Mrs C Taylor) will also provide advice and guidance throughout the process.

**ASSESS** - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements. This may involve taking advice from the SENDCO, Learning Mentor or external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

**PLAN** – Pupils and parents will be consulted and encouraged to be involved in the planning process as much as possible. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term.

**DO**- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning.

The school's Local Offer can be found on the school website :

[www.brennand'sendowedprimaryschool](http://www.brennand'sendowedprimaryschool)

This indicates the type of provision the school currently offers to pupils with SEND and disability. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The needs of the children inform planning, the costing and management of which is determined by the Head teacher and SENDCO

### **Statutory Assessment of SEND**

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time by way of documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- The child's individual plans
- Records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework

- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/ carers and/ or child
- The school
- An educational psychologist
- Health
- Social care
- Anyone else that parents/ carers request
- A specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.lancashire.gov.uk](http://www.lancashire.gov.uk)

### **Annual Review of the EHC Plan**

All EHC Plans must be reviewed at least annually. It is the SENDCOs role to initiate the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will

also be invited, as will a representative from the LA. The review will be child-centred, looking at:

- Progress on actions towards agreed outcomes
- What we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENDCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

### **Supporting pupils and families**

Lancashire Local Authority's Local Offer can be found at [www.lancashire.gov.uk](http://www.lancashire.gov.uk)

This policy forms part of the school's SEND Information Report ( [www.brennands.lancs.sch.uk](http://www.brennands.lancs.sch.uk))

The school is committed to working closely with parents. Parents can arrange to meet with the SENDCO (Mrs Taylor) on Friday afternoon if they have concerns at any time. Parents meet regularly with school staff and concerns and successes are shared.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCO. Parents are encouraged to be involved with target setting for personalised Individual Pupil Plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEND Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues that may arise are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child, they should consult the Headteacher as Designated Senior Lead (DSL) for safeguarding.

If the Headteacher is unavailable (Mrs Taylor) is also DSL for safeguarding.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist.

## **Admissions**

Pupils with special educational needs will be admitted to Brennand's Endowed Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. Transition meetings in relation to SEND are held with local nurseries / pre-school settings. In the case of a pupil joining the school from another school, Brennand's Endowed Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning it will make its best endeavour to collect all relevant information and create an individual programme differentiated to meet the child's current needs.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend a transition review meeting held in Year 6 or if the child has an EHC Plan the receiving school will be invited to the annual review.

## **Roles and Responsibilities**

The Governing Body

The SEND Governor, Mrs Claire Cowking, will support the Governors to fulfil their statutory obligations by ensuring:



- the Curriculum Committee receives reports for curriculum meeting to update progress on SEND issues,
- the SEND policy is reviewed,
- the school explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs. ( See information Report)

### **The Special Educational Needs Co-ordinator (SENDCO)**

The school's SENDCO is Mrs Cathy Taylor

The SENDCO is responsible for:

- co-ordinating SEND provision for children.
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IEPs are written and that reviews take place.

### **Role of Class Teacher and Support Staff**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate and review IEPs.

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Signed

Chair of Governors

Signed

SEND Governor