



# Brompton-Westbrook Primary School

## The Westbrook Trust

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@BWPrimary

## POLICY DOCUMENT: SPECIAL EDUCATIONAL NEEDS

### Introduction and Context

Some children and young people need educational provision that is additional to or different from that which is provided more generally. This is special educational provision under Section 21 of the Children and Families Act 2014. This policy describes in detail how this school goes about providing for special educational needs and disability (SEND).

The school admits 60 children in each year group making it a two form entry school. This admission number changed from 45 in each year group in 2014 which means that the rest of the school will be a 1.5 form entry school until the increased year groups have advanced throughout the school.

Approximately 12% of children at this school receive SEND support and a very small proportion of these have an Education Health Care Plan (EHC). There are usually a handful of children who are Looked After and more than half the children are eligible for Pupil Premium funding, which includes an number of forces families.

The school has a Fair Charter which children and parents subscribe to when they join us and they sign the Home School Agreement. We value close working relationships with parents, and use the Common Assessment Framework to support families. We are recognised for outstanding family liaison work.

There is a strong commitment to equal opportunities and the school has a Single Equality Scheme which involves the periodic carrying out equality assessments. The school building is designed to meet the needs of disabled pupils.

Staff have annual appraisals and staff development interviews so that professional development can be carefully planned to meet the needs of staff and children. Support staff receive regular training to ensure that they have the appropriate skills to meet the needs of all children.

The school has a strong recent history of working closely with other schools in a number of aspects and this includes special educational needs. The school is very proactive in communicating with parents and the community and issues a newsletter weekly which also includes information about SEND. In addition, Twitter is used regularly.

The school also works closely with a range of wider agencies including: Community Child Health, Outreach Advisory Services, Speech and Language Therapy, Occupational Therapy, Social Care and Educational Psychology.

Medway Local Authority is responsible for managing and allocating specialist provision and funding for children with SEND and their expectations are set out in a document called 'Medway SEND Support Guidance' which is reviewed annually. The school works hard to follow this guidance so that every child with SEND receives appropriate support.

The school website has a description of what the school provides for children with SEND and their families and this is called 'The Local Offer'. The school reviews each child's progress every six weeks and plans the support they each will need to make good progress and the external agencies that will need to help with this. This is sometimes documented in a personal plan if a child has special educational needs and in some cases, a safety plan may also be added. Money received as part of the Pupil Premium funding is monitored closely for impact. External agencies, such as the educational psychologist, visits the school to talk about support for children and this meeting is called the In School Review. These meetings happen three times each year.

The school is very keen to make sure that children who are new to the school receive an induction so that they can settle in as quickly as possible. This induction, as with all aspects of the school's work, focuses on not just the child's academic ability but also their development socially, emotionally, physically, spiritually and morally. Assessment information is kept for future reference.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (DfE) Feb 2013
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- Early Years Foundation Stage Framework
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2017
- Teachers' Standards 2012
- Children and Families Act 2014
- Schools SEN Information Report Regulations 2014

This policy was drafted by senior leaders and SEND staff and amended following consultation with staff, pupils, parents and governors so that all stakeholders share a common vision and understanding. Those consulted were able to contribute to relevant sections of the policy during workshops and training sessions. It should be read in conjunction with all other school policies, particularly the following:

- Single Equality Scheme
- Teaching and Learning Policies (including monitoring and appraisal)
- Child Protection/Safeguarding
- Accessibility Plan
- Curriculum policies
- Supporting Pupils with Medical Conditions
- Behaviour
- Teaching Assistants

- Transition
- Health & Safety
- Accidents, First Aid Medicines, in School
- Early Years

At this school the SEND team comprises of the following people:

- Karen Price – Deputy Head Teacher (DHT), Foundation Stage (FS), Key Stage 1 and Personalised Learning
- Amy Prentice – SENCO
- Melanie Lerner – Inclusion Coordinator FS1
- Gwen Thomas – Specialist Teacher Specific Learning Difficulties
- Teaching assistants, pastoral support, Nurture Leaders

The school's SENCO has completed the National SENCo Award, Nurture Group accreditation and is an SLE (specialist leader of education)

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, **all teachers** are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

### **Aims and Objectives of this Policy**

We make every effort to include all pupils and meet their individual needs. The aims of SEND policy and practice are:

- For all children to achieve aspirational and realistic academic and developmental targets
- For all children to achieve personal targets specific to their needs
- To provide curriculum access for all and offer a wide range of targeted provision and interventions delivered by well-trained and skilled practitioners
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To be fair and transparent about resourcing and use the Pupil Premium funds effectively
- To work in partnership with other agencies and schools

### **Partnership with Parents/Carers**

The school will work in partnership with parents and carers. We do so by:

- working effectively with all other agencies involved in supporting children and their parents
- welcoming parents and carers and giving them opportunities to play an active and valued role in their child's education
- encouraging parents and carers to inform school of any difficulties they perceive their child may have and that the school and/or parents may need to address
- listening and giving parents and carers opportunities to discuss ways in which their child can be supported
- focusing on the child's strengths as well as areas of additional need
- agreeing targets for the child

- keeping parents and carers informed
- giving parents support during SEND assessments and any related decision-making process about provision
- making parents and carers aware of the Parent Partnership services

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice) to ensure that there is a person centred approach to learning. All pupils are involved in monitoring and reviewing their progress by:

- sharing their views about their education and learning e.g. at Annual Reviews
- identifying their own needs and areas of strength
- understanding how they learn best
- understanding their targets for basic skills and specific areas of need
- carrying out self-review of their progress
- contributing to Personalised Learning Plan reviews (PLP)
- attending regular meetings with named adults as agreed in their plan

### **Achieving High Expectations**

Processes to ensure high expectations will be through a graduated approach and will include:

- ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- identifying, through tracking, those with special educational needs and referring them to the SENCo
- carrying out specific assessments to establish specific needs and targets
- creating appropriate plans to support the achievement of specific targets
- ensuring all class teachers are well trained to support different additional needs, assess children regularly and adapt their planning
- working in a co-operative, productive partnership with relevant agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- listening to pupils and parents, working in partnership with them, respecting their views and concerns
- monitoring and reviewing practice and outcomes so that plans continue to match need
- building capacity within the school to recognise and support a wide range of need on a day to day basis
- keeping up to date with research and best practice
- promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- offering quality provision which meets needs, is value for money and leads to good outcomes.

### **Definition of Special Educational Needs**

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 significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have 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 above or would do so if special educational provision was not made for them.*

### **Identifying Special Educational Need**

The DHT and SENCO meet on a regular basis to review the SEN register and any new SEN referrals made by teachers. We use band descriptors to assess the level of need. The SEN register is saved to SIMS.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. We aim to identify problems as early as possible and this is particularly important with the high levels of mobility the school experiences.

Any of the following can trigger a concern:

- information from the parent/carer/child
- information from the class teacher and other staff
- a widening gap or failure to close a gap between self and majority of peers
- feedback from service providers e.g. social care, army welfare
- records transferred from another setting
- statutory and other test results, assessments and pupil tracking
- medical records
- specific assessments
- observed changes

Under the Code of Practice 2014 there are four broad areas of special educational need which the school must use to describe a child's difficulties in the context of all that the school knows about the child.

#### 1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, hearing impairments, social interaction difficulties, and those who demonstrate features within the autistic spectrum.

#### 2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

#### 3. Social, Emotional and Mental Health

This includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.

#### 4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

- 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.
- All schools have a duty to make reasonable adjustments in accordance with current disability legislation
- Children with behaviour difficulties, looked after children, poor attendees or those with a medical need, will not necessarily be listed on the SEND register but may require additional support.

### **Supporting Children with SEND – A Graduated Approach to Support**

#### **Quality First Teaching is an entitlement for every child.**

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, pre-teaching and over-learning will resolve many issues. High quality teaching, differentiated for individuals, is the first step in responding to pupils who may have SEND. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' knowledge and understanding of SEND so that they can support vulnerable pupils.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- the child is closing any attainment gap/s
- the attainment gap is not widening
- progress is similar to that of their peers who started from the same baseline (but may be less than that of the majority of their peers)
- it matches or betters the child's previous rate of progress
- it demonstrates an improvement in self-help, social or personal skills
- it demonstrates improvements in engagement, attitude and behaviour for learning

Teachers will identify the specific support and differentiation needed to address the pupils' needs. A record will be kept of this support and its impact using Edukey. Progress will be reviewed at parent consultation evenings and by the senior leaders at the target setting meetings. For some children interventions will be allocated and recorded on a provision map. This might be for group or individual support. Plans for these programmes will be drawn up to focus on specific learning targets.

The triggers for further intervention are likely to be that, despite the targeted support, the child continues to make less progress than their peers or displays increasingly difficult behaviour or there has been a significant change in the child (medical or otherwise). The decision to offer further

intervention must be underpinned by strong evidence from the class teacher. More specifically further intervention will be provided if a child:

- makes little or no progress when teaching approaches are targeted
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent social, emotional or mental health difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- a child is developmentally delayed

Where a child continues to have difficulties despite further interventions, advice will be sought from external services. All external advice and support received will be recorded, shared with relevant staff and kept in the child's file.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. The Educational Psychologist, therapists, medical practitioners and behaviour specialists will be asked to observe and make assessments of the child as appropriate to inform further action. Where there may be a significant cost to the school to secure the appropriate support for the child, The PLP will be reviewed with the parent/carer and all those involved in the child's education and welfare. An application to the Local Authority for 'top-up' funding may be made. The school will be responsible for managing any funds received.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an EHC plan. This plan will be drawn up in consultation with the parents, child and relevant services. It will be reviewed annually. At the end of each key stage, the child's needs will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

### **Supporting Children and Families**

We know that parents have a great deal of knowledge and expertise in relation to their child and we listen to and act upon their concerns. All staff are alert to the pressures that parents and families may be under because of a child's needs. And we therefore give friendly advice and provide useful information to encourage parents to be positive role models to their children. The family liaison officer plays a crucial role in ensuring that this communication is sensitively managed. We make parents aware of parent partnership services as part of the LA Local Offer and keep our school website up to date. The views of the child are considered at all stages of their education and support so that they understand why they are working in a particular way and what the expected outcomes are.

### **National Examinations**

Children entering statutory and other tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

### **Transition**

The school has a separate transition policy. Transition activities include: home visits, 'meet the teacher', stay and play, phase induction meetings, pre-start meetings, information sharing, Personalised Education Plan meetings for Children Looked After, visits to new schools, special meetings e.g. Team Around the Child if there are known concerns and there are also specific induction and transition activities for children with particular needs e.g. Autistic Spectrum Disorder.

Once a child has started school, there are workshops for parents and special meetings will be convened if a child has a known educational need. Parent consultation evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally. Communication between these support staff / agency is excellent.

For more information please see the transition policy.

### **Managing Medical Conditions**

The school has a separate policy on Supporting Pupils with Medical Needs which gives guidance on the use and preparation of care plans and the relevant training staff may need. Children with medical conditions will be properly supported so that they have full access to all aspects of school life, including school trips and physical education. In some cases, it will be necessary to carry out a risk assessment prior to an event and parents will be involved at this stage. Where a child cannot access a particular event, an appropriate alternative will be planned for the child. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

### **Admission Arrangements**

The Westbrook Trust is the admissions authority. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility.

### **Facilities for Pupils with SEN**

The school complies with relevant accessibility requirements. A nurture group is established in the building for a group of more vulnerable children. The Reflection Room is a calming space which is incorporated within the behavior policy. The building can be accessed by wheelchair users and includes a toilet, shower and changing facilities for the disabled. The accessibility plan is updated annually and is available from the website.

### **Responsibilities**

**The SENCO** has a job description which describes his/her responsibilities in detail. In summary the SENCO has responsibility for:

- the day to day operation of the school's SEND Policy
- advising class teachers

- liaising with school and external agencies including, educational, medical, social and voluntary services
- drawing up and revising the school's provision maps 6 times each year
- alongside the phase leaders and the DHT Inclusion, agreeing the deployment of support staff to meet the requirements of the provision maps
- monitoring the effectiveness of support programmes and services S&L Therapist etc
- supporting class teacher to communicate effectively with parents ensuring parents are fully involved in helping children to achieve positive outcomes for their children's learning
- implementing a programme of annual review
- overseeing records of all children with SEND
- liaising with the relevant schools to ensure smooth transition between phases and places of education
- liaising with SEND governor and keeping abreast of national/local developments through network meetings and relevant training
- managing the Nurture group
- Liaising with Forest School leader
- Arranging/Delivering SEND training
- Over seeing Edukey

**Teachers** are responsible and accountable for the progress and development of **all** pupils in their class at all stages of SEND support. They must teach so that they develop independent, confident learners. They are responsible for managing support staff, resources and liaising with parents.

**The Governing Body** will ensure that there is the best possible provision for pupils with special Educational Needs and all governors understand their duty of care.

**The SEN Governor** has responsibility to:

- assist and advise the governing body on fulfilling its SEND responsibilities
- ensure children with SEND are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training and resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
  - the existence of accurate and up to date record keeping, including achievements
  - the number of review meetings held at least termly for SEND pupils
  - feedback from pupils, parents and staff
  - the standards and progress of pupils with SEND
  - awareness of the nature of needs and the demands these make

### **Training and Resources**

Training needs are identified during staff development interviews (held annually), through appraisal, by skills audit and through monitoring. In addition, if a child with a known need is due to start at the school, training may be required. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures including discussion about the needs of individual pupils. The SENCo regularly attends meetings and briefings to keep up to date with local and national developments and to share best practice. For support staff, a training programme is devised annually in addition to that which is identified as described above.

The school has a range of specialist resources but, from time-to-time, it may be necessary to purchase specific items to meet a child's needs. The SENCo is responsible for the SEND resource budget.

### **Monitoring and Evaluation**

Pupil progress is monitored using standardised tests, assessment systems, small steps trackers and specialist assessments, including the use of the Rochford. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews (see 360 monitoring documents). Interventions are evaluated for their effectiveness and value for money by checking outcomes from sessions against targets set.

There is a school cycle for parent and pupil surveys and parents/carers are encouraged to give feedback on school reports, at parent's evenings, at SEND review meetings and at Annual Reviews.

### **Complaints**

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher and / or SENCo. If the concern continues, the complaints policy will be implemented. The school will always aim to resolve a complaint at the earliest stage.

## Graduated Support Provision (Summary of Local Authority Guidance)

School Support	School Support <i>with general advice from external agencies</i>	School Support <i>with additional advice and support</i>		School support <i>with 'top up' funding or special provision</i>
Band A	Band B	Band C	Band D	Band E
The child is making slower than expected progress, and achieving below age appropriate levels but are NOT SEND	See A: but when monitored, good teaching is not helping the child to close the gap	See B: but the child is making very slow progress and the gap is widening	Children with a specific need requiring specialist advice and those who, despite SEN team intervention, are making insufficient progress and the gap is not closing or is widening	Despite intervention by specialists, the gap is not closing and standards achieved are significantly below expectation. Child is likely to meet the criteria specified by the LA for an EHC Plan
Quality first teaching with in-class differentiation	Small group or individualised work for learning	Individually prepared learning programmes	Intensive teaching approaches using informed programmes, some to be updated by qualified professionals	Regular multi-agency input
May need some additional help from the teacher or another adult from time-to-time	Curriculum experiences and successes to enhance a poor self-learning image	Planned programme of personal, social and /or behavior management and development prepared in consultation with support services	Access to a quiet area during lessons as required	Social, emotional, behavioural programme, developed with external support and taught with peers with adult child ratio of 1:6 for the majority of the school week
TA support on a specific programme	Investigation of any behavioural problems	Access to an area of the school designated for supported peer interaction or quiet time, including during play/lunch times	A predictable and structured routine with adult support	Teaching and support from specialist staff to develop social interaction
Closer home/school liaison	Planned programme of personal, social and /or behavior management and development. Counselling.	Extra adult assistance with health needs	Specific teaching of social and interaction skills with supported interaction with peers for significant periods of the day	Frequent checks and assistance to manage health and hygiene needs
Monitoring of health issues, including advice from school nurse and/or a Care Plan and support with hygiene	Adaptation to existing routines and /or access to specialist equipment	Delivery of specialist sensory programmes	Person 'on call' for health or sensory needs or the child's safety	Intensive, daily programmes for language, motor or sensory needs delivered by a trained person
	A Care Plan	Up to 25 hours targeted support from another adult	School staff training may be required	Competent and trained staff to prevent harm to self and others
	Minor modifications to the learning environment	Consultation with parents every 6 months	SEND Support Agreement required	Direct input from therapists
	Regular checks by SENCo	SENCo / specialists involved in preparing and delivering a support plan	School Based Plan may be required	Possible EHC plan required
			Review, including external agencies, 3 times a year	<b>NOTE: Band E can qualify a child for special provision (see LA guidance)</b>
<b>Bands F and G Specialist Provision or mainstream school with support if parental choice</b>	The child will have a combination of substantial and severe difficulties so that it may be necessary to enter into a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan and a placement in a special provision.			

## Appendices

- (i) Initial SEN referral form – teachers
- (ii) Speech & language referral form
- (iii) Specific learning difficulty referral
- (iv) Meeting with parents form
- (v) Inclusive teaching & learning checklist
- (vi) SALT teaching and learning checklist
- (vii) SpLD teaching & learning checklist
- (viii) SE & mental health teaching and learning checklist
- (ix) Physical & sensory teaching and learning checklist
- (x) Personalised learning plan and timetable
- (xi) SEND team annual meeting plan
- (xii) Team meeting minutes
- (xiii) SENCo annual report
- (xiv) Precision Teaching guidance
- (xv) Intervention guidance (and appendices)
- (xvi) Intervention plan
- (xvii) Intervention register
- (xviii) Intervention register (supplementary information)
- (xix) Resource list
- (xx) Diagnostic assessment List
- (xxi) Support staff skills audit
- (xxii) E2L guidance
- (xxiii) SpLD guidance
- (xxiv) SALT guidance
- (xxv) ASD guidance
- (xxvi) Pupil questionnaire
- (xxvii) Parent questionnaire
- (xxviii) Outside agency intervention register
- (xxix) Slow processing and memory skills difficulties
- (xxx) Motor skills guidance
- (xxxv) Decision tree

## Equality Statement

The school has an Equality Scheme which is reviewed regularly. This policy has been scrutinised under this scheme and an evaluation is included at the end of the policy.

<b>An initial impact assessment under the school's Single Equality Scheme has been carried out for this policy</b>	
A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary
E	Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified. PLEASE NOTE: Selecting this assessments will necessitate the need for legal advice

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