



SEND Policy and Information Report

Bramley Church of England (VA) Infant and Nursery School

"Your word is a lamp to guide me and a light for my path." Psalm 119(105)
Rooted in Christian values, seek within, wonder why, reach out, aim high.

Policy effective from July 2021

Approved by Full Governing Body

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Version history

Version	Description of change	Author	Approved
3.0	Removal of play therapist support. Updated policy list	Shona Taylor	July 2021
2.0	Reformatted and language updated. Updated interventions list.	Shona Taylor	July 2021
1.0	Original version.	Elaine Spick	Governors, November 2016

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1. Aims

The Special Education Needs and Disability (SEND) policy and information report of Bramley CofE (VA) Infant and Nursery School (the School) aims to:

- Set out how the School will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Every teacher is responsible and accountable for all pupils in their class wherever they are learning, or whoever are learning with. All teachers are teachers of SEND children. High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something *additional to, and different from* what is provided for the majority of children. This is the special educational provision and the School will use its best endeavours to ensure that provision is made for those who need it.

This SEND policy details how the staff of Bramley C of E (VA) Infant and Nursery School will do their best to ensure that the necessary provision is made for any child who has special educational needs. The School will ensure that all staff are able to identify and provide for those children who have special educational needs to enable children with SEND to join in the activities of the School.

The staff and governors of Bramley C of E (VA) Infant and Nursery School will also work to ensure that all SEND children reach their full potential, are fully included in the school community and are able to make successful transfers within the School and to other learning environments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND children.

Teaching and supporting such children is a whole school responsibility, requiring a whole school response. Meeting the needs of SEND children requires partnership working between all those involved, including the Local Authority (LA), the School, parents/carers, children and children services and all other agencies.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015¹ and the following legislation:

- Part 3 of the Children and Families Act 2014², which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014³, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

¹ [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

² [Children and Families Act 2014 \(legislation.gov.uk\)](#)

³ [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#)

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCo

The Special Educational Needs Coordinator (SENCo) is the Headteacher.

They will:

- Work with the Headteacher (if the Headteacher is not the SENCo) and the SEN governor to determine the strategic development of the SEN policy and provision in the School.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the LA and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and governing board to ensure that the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the School keeps the records of all pupils with SEN up to date.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the School and update the governing board on this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the School.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCo (if the Headteacher is not the SENCo) and SEN governor to determine the strategic development of the SEN policy and provision in the School.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Plan appropriate interventions.
- Engage with other professionals
- Meet with parents to explain child's difficulties, strengths and progress
- Complete appropriate paperwork.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

The School currently provides additional and/or different provision for a range of needs, which include:

- cognition and learning, for example, dyslexia, dyspraxia;
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, hpermobility;
- moderate/severe/profound and multiple learning difficulties; and

- communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

5.2 Identifying pupils with SEN and assessing their needs

The School will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, the School will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. These will be used to determine the support that is needed and whether the School can provide it by adapting its core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The School will have an early discussion with parents, involving the child as appropriate, when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- The School will take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

The School will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

The School will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The School will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

The School will share information with the School, or other setting the pupil is moving to. The School will agree with parents which information will be shared as part of this.

5.6 The School's approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is the School's first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The School will also provide appropriate interventions which include but are not limited to:

- Language for thinking
- Clever fingers- fine and gross motor skills
- NELI-Nuffield Early Language Intervention
- Literacy for all
- ELSA-Emotional Literacy Support Assistant
- ELKAN-speech and language support
- Precision Teaching- reading support
- Pre- teaching Language (development of vocabulary for specific topics)

5.7 Adaptations to the curriculum and learning environment

The School will make adaptations to ensure all pupils' needs are met, these include but are not limited to:

- Differentiating the School's curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting the School's resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating the School's teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when a need is identified by the class teacher and an intervention is required. The School will promote quality first teaching.

Teaching assistants will support pupils in small groups when a need is identified by the class teacher and a group intervention is required. The School will promote quality first teaching.

Suitable training/guidance is given to staff to deliver intervention.

The School works with the following agencies to provide support for pupils with SEN:

- Early Support - earlysupport@surreycc.gcsx.gov.uk
- Occupation Health
- Surrey SEND Early Years SW Team
- Education Psychologists
- Play Therapist
- Speech and language Therapists
- Specialist Teachers for inclusive practice
- CAMHS (children and adult mental health service)
- Paediatric services
- Other agencies as required

5.9 Expertise and training of staff

- The School has a trained ELSA (emotional literacy support assistant).
- The School has a trained Home School Link Worker
- The School regularly liaises with, and accesses support from the LA and other appropriate agencies.

5.10 Securing equipment and facilities

The School will endeavour to secure equipment for children who have additional needs and require equipment and/or facilities to support them within the SEN budget or to work with other professionals to secure the equipment/facilities where possible.

5.11 Evaluating the effectiveness of SEN provision protected.

The School will evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half a term
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

- Regular teacher consultations with parents

5.12 Enabling pupils with SEN to engage in activities available to those in the School who do not have SEN

All of the school led extra-curricular activities and school visits, including those before school drop off, are available to all pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil will ever be excluded from taking part in these activities because of their SEN or disability.

- Please see the School's admissions documents on the website for the admission of a child with SEND.
- All pupils will be treated equally by the staff at the School. Adaptions can be made for any pupil and their environment; not just SEND pupils, to enable them all to be an equal, valued member of their class. When booking trips all children are expected to attend and take part. Adaptions can be made for any pupil; not just SEND pupils to enable them to be a part of a class trip. It is envisaged that all children including children with SEND will take part in the wider curriculum areas including Forest School, Sports Days, collective worship etc.
- Facilities - the School has ramps to enable children to access the building where there are steps. All stepped areas have handrails and particular year groups have highlighted steps for mobility and children with sight loss. The School has different coloured skirting boards to walls, resources are given to enable all children to learn and access the curriculum from tricycles to pen grips. The School has nappy changing facilities in toilet areas for children who are wearing nappies, and has specialist IT equipment for children with sight loss, together with lots of sensory play equipment.
- The School's accessibility plan is on the School's website.

5.13 Support for improving emotional and social development

The School provides support for pupils to improve their emotional and social development in the following ways:

- The School will offer ELSA sessions where appropriate and agreed with parents.
- Pupils with SEN will be encouraged to be part of the School, including standing for school council and the worship team. They will be eligible to be chosen to be class leader and all areas of responsibility in line with all children in their year group.
- Pupils with SEN will also be encouraged to be part of any school led club to promote teamwork/building friendships etc.

The School has a zero tolerance approach to bullying.

5.14 Working with other agencies

The School will involve other bodies, including health and social care bodies, LA support services and voluntary sector organisations, in meeting pupils' SEN and

supporting their families. This may be as a result of the children's identified needs in the School or as part of an official outcome on an EHC Plan or statement of SEN.

5.15 Complaints about SEN provision

Complaints about SEN provision in the School should be made to the class teacher in the first instance. They will then be referred to the School's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the School has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of pupils with SEN

Surrey Local Offer

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

5.17 Contact details for raising concerns

Class Teachers in the first instance–

See the School's complaints policy on the website.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the School's policies on:

- Accessibility plan
- Behaviour policy
- Intimate Care Policy
- Information report
- EYFS policy
- Curriculum policy
- Teaching and learning policy