

# Bramley Church of England (VA) Infant and Nursery School

## SEND Policy and Information Report



**Approved by:** K Bokam-Ingram SEND Governor **Date:** February 2020

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our 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 we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how 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. We 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 Local Authority, 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 \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 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 SENCO is Shona Taylor

They will:

- Work with the Head Teacher (if the Head Teacher 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 local authority 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 Head Teacher**

The headteacher will:

- Work with the SENCo (if the Head teacher 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
- Ensuring they follow this SEN policy

# **5. SEN information report**

## **5.1 The kinds of SEN that are provided for**

Our 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

- Moderate/severe/profound and multiple learning difficulties
- 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

We 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, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (if age appropriate) and their parents 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
- We 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.

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

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We 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. We 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

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## 5.6 Our 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 our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Snap

Precision Teaching

Tracks

Language (development of vocabulary for specific topics)

Language Story (to aid transition)

Developing written language

Code X reading and phonics scheme

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our 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 our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

We have Teaching Assistants and Higher Learning Teaching Assistants who are trained to deliver interventions such as SNAP.

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

We work with the following agencies to provide support for pupils with SEN:

- Early Support - [earlysupport@surreycc.gcsx.gov.uk](mailto:earlysupport@surreycc.gcsx.gov.uk)
- Portage
- Occupation Health
- Surrey SEND Early Years SW Team
- Education Psychologists
- Play Therapist
- Speech and language Therapists
- Specialist Teachers
- Other agencies as required

## **5.9 Expertise and training of staff**

We have a team of teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We use specialist staff for Play Therapy and Counselling.

We regularly liaise with and access support from the local authority 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 our SEN budget or to work with other professionals to secure the equipment/facilities were possible.

## **5.11 Evaluating the effectiveness of SEN provision protected.**

We 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
- 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 our school led extra-curricular activities and school visits are available to all our pupils, including our before school drop off.

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

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

- Please see our admissions documents on the website for the admission of a child with SEND.
- All pupils are treated equally by the staff at the school, adaptations 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, adaptations can be made for any pupil; not just SEND pupils to enable them to be a part of a class trip. SEND children will be 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 and so on...
- Facilities - the school has ramps to enable children to access the building where there are steps. All stepped areas have hand rails 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, we have nappy changing facilities in the three toilet areas for children who are wearing nappies, we have specialist IT equipment for children with sight loss and lots of sensory play equipment.
- Our school accessibility plan is on the school website

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school including standing for school council, the worship team. They will be chosen to be class leader and all areas of responsibility in line with all children in their year group.

- Pupils with SEN are also encouraged to be part of any school led club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

The school involves other bodies, including health and social care bodies, local authority 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 our 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 our 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–

Katrina Craig

Diane Freeman

Helen Archer

Karyn Mounsey

See our complaints policy on the website

#### **5.18 The local authority local offer**

Our local authority's local offer is published here:

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

## **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 our policies on:

- Accessibility plan
- Managing Behaviour
- Intimate Care Policy