

Brownmead Primary Academy



SEN Policy

Member of Staff Responsible for Policy	Wendy Carter		
Review Committee	SLT		
Approving Body	Full Governing Body		
Review Cycle	Annually or sooner should the need arise.		
Date Ratified by FGB		Next Review	October 2020
Signed by CoG	Sinead O'Connor (Vice-Chair)		

Policy introduction

Definition of SEN and Disability (SEND)

At Brownmead Academy we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states that a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

The Legal Framework:

The SEND policy takes careful account of the statutory provisions covering SEND. They

are:

- The Children & Families Act 2014
- Special Educational Needs & Disabilities Regulations 2014
- Special Educational Needs Code of Practice: 0-25 2014

Aims:

As part of Washwood Heath Multi Academy Trust, Brownmead Academy believes that each student has individual and unique needs. Your son/daughter is entitled to an education that is personalised where appropriate to take into account their ability and best suited to their individual strengths and needs. We aim to provide every student with a broad and balanced education, this includes the National Curriculum in line with the SEND Code of Practice (2014).

We aim to:

- provide opportunities for every student to experience success
- promote individual confidence and a positive attitude
- ensure all students, whatever their special educational need or disability, receive
- appropriate educational provision through a broad and balanced curriculum that is
- appropriately differentiated
- give students with SEND equal opportunities to take part in all aspects of the school's provision if appropriate
- ensure that students with SEND have opportunities to express an opinion and that will be taken into account in any matters affecting them
- identify, assess, plan, do and review student's progress and needs
- involve parents/carers in planning and supporting at all stages of their son's
- development
- work collaboratively with parents/carers, other professionals and specialist services
- ensure all staff and governors are accountable for the SEND Policy being implemented and maintained.

Roles & Responsibilities:

At Brownmead Primary Academy SENCo's (Special Educational needs Co-ordinator) is Mrs W Carter who leads a team of trained staff to support SEND pupils. These are:

Mrs T Busby - ITP Intervention Support/Speech and Language (KS2)

Mrs L Harvey - Communication and Interaction

Mrs R Daly - Speech and Language Support

Mrs M Ashley - Speech and Language Support (KS1)

Miss C Broadhurst - Pastoral Support

Miss D Ricketts - Pastoral Support

The named Governor responsible for SEN is Mr A Harrison. We collectively ensure that Brownmead's Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the SEN Code of Practice (2014).

The Head of Academy has responsibility for:

- the management of all aspects of Brownmead Academy's work, including provision for student's with SEND
- keeping the governing body informed about SEND issues
- working closely with the SENCO and Senior Learning Mentor
- ensuring that the implementation of this policy and the impact on the academy is reported to governors.

The Special Educational Needs Co-ordinator is responsible for:

- overseeing of the day-to-day operation of the SEND policy
- overseeing the provision for students with SEND
- organising and managing the work of the Teaching Assistants that have SEND responsibility
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students with SEND
- carrying out detailed assessments and observations of students with specific learning problems
- supporting subject teachers in devising strategies, drawing up Learning Passports, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom
- liaising closely with parents of students with SEND, so that they are aware of the

strategies that are being used and are involved as partners in the process

- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information
- contributing to in-service training of staff
- liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- developing good practice within a network of schools producing reports for the governors
- ensuring the Brownmead SEND Offer is maintained and up-to-date.

Class teachers are responsible for:

- teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum
- making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND
- giving feedback to parents/carers of students with SEND.

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- assist in making provision for the individual needs of students identified as having SEND, whether in class, or small group intervention
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.

Identification, Assessment Arrangements & Review Procedures:

Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching. In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered

from within the academy about the student's progress, alongside national data and

expectations of progress.

Regular assessments of students' progress will allow identification of students who are

making less than expected progress given their age and individual circumstances. This

can be characterised by progress which, but is not restricted to:

- being significantly slower than that of their peers starting from the same baseline
- failing to match or better the student's previous rate of progress
- failing to close the attainment gap between the student and their peers
- widening the attainment gap.

The four broad areas of need:

The Code of Practice refers to four broad areas of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Communication and Interaction:

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand

or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning:

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

How the school decides whether to make special educational provision:

A process of on-going teacher assessments and half - termly pupil progress meetings with the leadership team identifies those pupils

making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil.

A Graduated Approach to SEN Support :

Where a student is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies.

These agencies include:

Pupil School Support (PSS)	Supports children who are working below the levels expected for their age.
Educational Psychology (EP)	Supporting children who have social, mental or emotional needs, or other complex needs.
Communication & Autism Team (CAT)	Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties.
Speech & Language Therapy	Supporting children with a high level of speech and language difficulties.

Occupational Therapy (OT)	Supporting children to achieve their full potential in activities of daily need, want or are expected to participate in.
School Nurse	Supporting children with medical needs, including where medication is needed.
Occupational Therapy	Children or young people with physical difficulties that require regular exercise.
Physiotherapy Service	Children with physical difficulties which impact on their access in to the school setting.
LACES	The Virtual School for Looked After Children.

School request for Statutory Assessment for an Education Health and Care Plan

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action to deal with those needs, including resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment in Literacy and Numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.
- Views of the parents and child.

The parents of any child who is referred for Statutory assessment will be kept fully informed of the progress of the referral. Children with a EHCP, will have a statutory annual review. However, if there is a need, or parents require an additional review, the SENCo will arrange to hold an additional review in a timely manner.

Individual Targeted Plans (ITP)

Where a child has been identified as having a 'Cognition and Learning' need, an ITP will be devised following a baseline assessment using the SEN Continuums. Small targets will be set in three areas: Speaking and Listening, Reading and Writing. The ITP will detail:

- The short term smart targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- The impact/outcome of each target.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions and staff differentiate work appropriately and use assessment to inform the next stage of learning. All children on the SEND register have individual targets on an ITP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times in order to maximise learning that children are asked to work in small groups or in a one-to-one situation outside the classroom.

Allocation of resources.

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans. The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure

that funds and resources are used effectively. The Governing body reviews this policy annually.

Monitoring and evaluating

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers in drawing up targeted plans for children. The SENCo and the Head Teacher hold regular meetings to review the work of the school in this area. In addition the SENCo and the named Governor with responsibility for special needs also hold regular meetings.

SEND In-Service Training:

Washwood Heath Multi Academy Trust and Brownmead Academy recognises the area of SEND as an important area for in-service training and Continuing Professional Development. The academy's encourage and provides funds for:

- the SENCO and other nominated/designated staff members to attend relevant courses and events
- the SENCO to share good practice with other network schools
- whole school INSET to support good SEND practice in the classroom.

The SENCo Team at Brownmead strive to deliver a positive, inclusive environment which actively promotes success for all.

This policy is to be reviewed annually and updated to take account of any changes in the Code of Practice

Date: October 2019

Review date: October 2020

