



Brackenhill Primary School

Special Educational Needs and Disabilities (SEND) Policy

All admissions of pupils with special needs will be made in accordance with the school's admission policy, and with reference to the Disability Discrimination Act (DDA).

Admission Arrangements

Normal school procedures will apply to the admission of pupils with Special Educational Needs and Disabilities (SEND), however, we would want to work in close partnership with parents and agencies to ensure that the child's needs could be met effectively and that there is a smooth transition.

The head teacher will inform the governor with responsibility for SEND.

Process of Identifying and Recording Needs

When a class teacher identifies a concern as a result of ongoing assessment or observation of learning or behaviour they will:-

- discuss the concern with the child's parents
- discuss the concern with the SENDCo

The Inclusion Leader, the child's parents and class teacher will decide on the action needed to help the child to progress. If the child is to be provided with support that is additional to or different from what is provided by school's usual differentiated curriculum then A graduated response model (Brackenhill Local Offer – 'Stage/Wave Model', please see school website) will be put in place, following Bradford's 'Matrix of Need.'

Provision

Brackenhill Primary School uses a graduated response to meeting special education needs.

The majority of pupils should have their needs met by Quality First Teaching. This uses high quality teaching and differentiation to include most pupils. A personalised graduated response to intervention is used.

Quality First Teaching - is quality inclusive teaching which takes into account the learning needs of all the children in the classroom (Quality First Teaching) as well as some targeted group provision as appropriate.

Send Support - is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at age-related expectations. Children will have regular, targeted, small group support.

Send Support Plus - is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or targeted small group interventions.

EHCP - addresses the needs of pupils with severe and persistent barriers to learning, despite regular attendance and high quality specialist intervention and teaching. In order to support pupils an Educational Health Care Assessment (EHCA) will be requested from the school. Children may initially have a 'My Support Plan' (MSP) to monitor their needs.

Intervention can refer to any teaching arrangement that is additional to Quality First Teaching.

The SENDCo will:-

- enable all staff to become familiar with the SEND policy and their responsibilities.
- help to identify and meet the professional development needs of staff.
- be the initial contact for issues related to SEND.
- act as a consultant for staff on SEND issues.
- have regular meetings with all staff working with children causing concern.
- arrange meetings with parents and relevant staff.
- arrange meetings with parents and outside agencies in collaboration with the class teacher.
- consult with staff regarding review of Education Health Care Plans (EHCPs).
- act in a consultative role in drawing up and reviewing IEP's.
- maintain records of pupils with SEND needs.
- inform relevant staff of the content of EHCPs and related IEP's.
- organise and attend reviews and case conferences as necessary
- monitor the effectiveness of IEP.
- keep Leadership Team informed of relevant issues.
- be involved in the appointment of SEND staff.
- advise on, purchase and manage appropriate resources.
- review the provision to ensure it is appropriate and feasible.
- liaise between the school, outside agencies and receiving schools.

The class teachers will:-

- be aware of and implement the school's SEND policy.
- identify the learning needs of pupils and plan appropriate interventions.
- write, review and update IEP's and keep themselves informed of contents of a pupil's EHCPs where appropriate – knowing the children's specific needs/targets.
- share relevant resources to support access to the curriculum.
- consult with parents of children causing concern.
- keep the SENDCo informed about children causing concern.
- share lesson planning, including teaching strategies and resources to be used with support staff and teaching assistant prior to the beginning of a lesson.
- ensure that relevant and appropriate planning is available to follow in the case of supply teachers taking a lesson.
- involve support staff in monitoring and evaluation of pupil's progress.
- liaise and co-operate with the Inclusion Leader and SENDCo.
- consult with subject co-ordinators for advice on teaching and learning strategies when appropriate.
- inform the SENDCo of the absence of any child who is scheduled to see any outside agencies.

The Learning Mentor will:

- Work as part of the Inclusion Team to identify and overcome barriers to learning.

Support staff will:-

- keep themselves informed of IEP's for pupils with whom they work.
- become familiar with teaching strategies and resources to be used prior to the lesson.
- support the teacher in addressing learning needs by applying agreed teaching strategies and undertaking interventions.
- keep records and share information with the teacher about pupil's progress in meeting targets or learning objectives set by the teacher.
- collaborate with the teacher in the production of IEP's.
- collaborate in the review and updating of IEP's.
- know the children's EHCP needs/targets.
- under the direction of the teacher produce resources as appropriate.
- implement school's policies.
- maintain confidentiality.

Lunch time staff in school will:-

- implement the school discipline policy.
- collaborate with the support assistants, SENDCo and class teacher as appropriate.
- maintain confidentiality.

The voluntary helper (including parents) will:-

- work under the direction of the teacher.
- observe confidentiality.

The headteacher will:-

- monitor the effectiveness of the behaviour policy and rewards system.
- identify SEND professional development needs through CPD process with the support of the SLT.
- monitor the effectiveness of parental involvement.

Students will:-

- work under the direction of the teacher.
- be informed of the special needs of the children with whom they work.
- observe confidentiality.

The SEND Governor will:-

- keep him/herself informed of SEND issues.

- accept responsibility for SEND provision in school.
- keep the governing body informed of SEND provision and developments.
- be proactive in obtaining the best SEND resources and provision.
- be aware of the review and formation of SEND policies.

Disapplication and Modification

Disapplication from national tests or the curriculum is only used if it is in the best interests of the child. If the curriculum is modified for the child this would be regularly reviewed.

Transfer Arrangements and Liaison

The school will be flexible to accommodate the needs of individual children eg. gradual transition between pre-school/home and full time primary school education. Liaison with Secondary Schools will follow our normal procedures ensuring full information was passed on, following GDPR rules and regulations.

Parental Involvement and Complaints Procedure

(See parental involvement booklet and school prospectus)

If the class teacher is the initial contact person for a parent expressing a concern the class teacher should use their professional judgement in dealing with the concern. This may include supporting the parent in making an appointment to discuss the issue with the Headteacher and/or SENDCo. If the child is already being monitored through the SEND provision process, the concern should be noted on the child's records along with the teacher's action. The Inclusion Leader should be informed and note the concern and action taken.

Evaluation of SEND policy

The Headteacher will monitor the effectiveness of the behaviour policy and SEND. The evaluation will be based on the objectives listed in the policy and relevant staff identified through their roles (see above) will monitor the effectiveness. Information will be shared with Leadership Team as part of the school development planning process.