



Brackenhill Primary School

SEND Policy 2022-23

Statement of Intent

Brackenhill Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special educational needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Equality Act 2010 identifies that many children who have disabilities may have SEND, 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”. Long term is defined as “a year or more” and “substantial” is defined as “more than minor or trivial”. This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Education Act 1993, section 156 states that additional provision means, “Educational provision which is additional to, or different from the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.”

The head teacher, staff and governors accept that pupils with special educational needs are the shared responsibility of the whole staff.

Aims and Objectives

Brackenhill Primary School intends to work with Bradford Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making

- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Definitions

The law states that a child has a special educational need if he / she / they has a:

Significantly greater difficulty in learning than the majority of others of the same age or a disability or health condition 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

Educational Inclusion

At Brackenhill Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences e.g. Learning Mentor support, highly differentiated activities and personalized timetables.

Areas of Special Educational Need

The 2014 SEND Code of Practice outlines four areas of need;

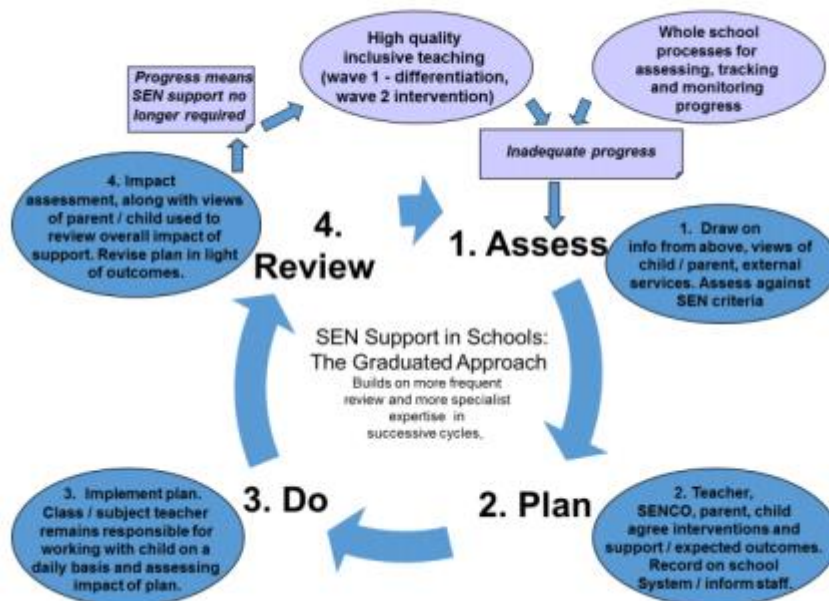
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs.

Identification and intervention

Brackenhill Primary School have adopted an inclusive approach to the SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN code of practice 2014 makes it clear that all teachers of pupils with additional needs receive Quality First Teaching (QFT). Children may require further support and intervention at SEND Support. Children who are still not making progress will

require a referral to the High Incidence Team at SEND Support Plus which may lead to a requirement of further funding for additional support, adult intervention or specialist equipment in the form of Education Health Care Assessment (EHCA) leading to a legal document an Educational Health and Care Plan (EHCP). The SEN code of practice 2014 states that this must be completed using the Graduated Approach – Assess, plan, do, review mode.

The Graduated Approach



Once a potential SEND has been identified, the school will employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear assessment of the pupil's needs
- Planning with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implementing the interventions, with support of the SENDCo
- Reviewing the effectiveness of the interventions and making any necessary revisions.

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.

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 will be put in place, following Bradford's 'Matrix of Need.'

Bradford Matrix of Need

https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%202019%20v2_0%20210920RD.pdf

CoP Stage	
Below Age Related Expectations	<p>Interventions can be implemented through Quality First Teaching where a pupil:</p> <ul style="list-style-type: none"> ● Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness ● Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas ● Presents with persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by 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
SEND Support SEND Support +	<p>For children at SEND Support and above, they may need small group or 1-1 interventions to support specific areas of their learning. They may also need support from external services. The relevant teacher or SENDCo, in consultation with parents, will discuss the appropriate advice to be sought from external support services, if a pupil:</p> <ul style="list-style-type: none"> ● Continues to make little or no progress in specific areas over a long period continues working at National Curriculum levels substantially below that expected of children of a similar age ● Continues to have difficulty in developing literacy and mathematical skills ● Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme ● Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service ● Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
EHCA/EHCP Education and Health Care Assessment/Plan	<p>For children that require an EHCP, they will need additional adult support for specific core learning activities. The schools will follow The Bradford Matrix of Need guidance to support the EHCA to EHCP process.</p>

Education Health Care Plan (EHC Plan)

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

- The SENDCo will co-ordinate all in-school arrangements for this process in consultation with the Headteacher and external support agencies

The other areas of Special Education Needs; Communication and Interaction, Social Emotional and Mental Health and Sensory and/or Physical needs all follow the same process. The SENDCo will take advice from professionals and use the matrix of need guidance

(https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%202019%20v2_0%20210920RD.pdf) to ascertain whether a child needs to be placed on the SEN Register.

Early Years Identification of Special Educational Needs

Medical notification is sent to Bradford Education. A paediatrician completes EA1 form which is then taken to Early Years SEND Panel monthly. The panel evaluates whether external agencies need to be involved.

Reviewing an EHC Plan

- A review of the EHCP takes place annually, however an interim review can be completed at any point to check the provision required for the child named on the EHCP
- Two annual reviews are conducted for children in Early Years
- Prior to the annual review the SENDCo will seek advice and information from professionals about the pupil, which is to be circulated two weeks before the meeting
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting
- Local Authority will review the EHC plan and will advise whether changes to the plan are to be made.

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.

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 Mentors 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.

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.

Data and record keeping

Brackenhill Primary School will:

Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils, maintain an accurate and up-to-date register of the provision made for pupils with SEND.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

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.