



Special Educational Needs & Disability (SEND) Policy – 2023

Mission Statement

We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to “Let Your Light Shine” (Mathew 5:16)

Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.

Love of Learning - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

Faith – We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

Respect – We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

Partnerships – We work together with our families, the Church and the local and wider community, valuing their support.

HEADTEACHER: Mr Chris Burman

CHAIR OF GOVERNORS: Mrs Sue Owen

This policy is reviewed annually by the Local Governing Body (LGB).

Policy reviewed by the LGB

October 2023

Policy Links:

Accessibility

Assessment and Marking

Children with Health Needs Who Cannot Attend School

Curriculum

Designated Teacher for looked after and previously looked after children

Exclusions

Pre School SEN Policy Safeguarding

Brent Knoll Graduated response document

Brent Knoll SEN information report

Introduction

Brent Knoll Primary School has a named SENDCo, Mrs Jo Latham, who holds the National Award for SENDCo qualification. The named Governor responsible for SEND is Bonnie Dando. The SENDCO and the named governor work together to ensure that the Brent Knoll Special Educational Needs policy works within the guidelines of the Code of Practice (2014), the Wessex Learning Trust, the Local Authority and other policies current within the school.

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 coordinators (SENDCOs) and the SEN information report.

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 the 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.

Roles and responsibilities

The SENDCO

The SENDCO will:

- Work with the headteacher and 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 coordination of specific provision made to support individual pupils with SEN, including those who have Education and Healthcare 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 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

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 SENDCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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 SENDCO to review each pupil's progress and development and decide on any changes to provision

Identification & Assessment of SEND

The School's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. If a pupil has not made expected progress, then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by quality first teaching, then the class teacher will work with the pupil to provide additional structure. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.

At this point information will be gathered through observation and assessment. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes.

If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the class teacher or SENDCo. Appropriate investigations will be made to see if the child is achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.

In all cases, where internal support is not effective in supporting the pupil, a referral to relevant external specialists will be completed with the parents' knowledge, and information and strategies for support shared with all staff.

The steps identified form a graduated response to meeting the needs of the individual. Further information can be found on Brent Knoll Graduated Response document.

Individual Learning Plans

The School will identify barriers to learning and will record the steps taken to meet the needs of individual children through the use of an Individual Learning Plan (ILP). The SENDCo will have responsibility for ensuring that records are kept

The ILP will include information about:

- The child's strengths
- Identified barriers to learning
- Small Measurable Achievable realistic and Time bound (SMART) targets.
- Strategies to support

Assess, Plan, Do, Review

All pupils on the SEND register will be monitored through the 'Assess, Plan, Do, Review' process. Individual learning plans and associated SMART targets are reviewed three times per year. These reviews are held in conjunction with the SENDCO, class teacher, parent/carers and child (where appropriate). If a pupil has an Educational Health Care Plan an annual review is held in accordance with legal requirements.

All children with identified SEND will have Specific, Measurable, Achievable Targets (SMART targets) set to ensure that progress is made. These targets are contained within an Individual learning plan. Plans are reviewed with teachers and parents

Data from SMART targets will be collected and analysed to establish small steps progress. If, as a result of appropriate progress, a pupil is removed from the SEND record, the pupil will continue to be monitored by through the school's ordinary processes.

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 objectives and staff scaffold work appropriately. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents/carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. All parents and carers of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. At all stages of the special needs process, the School keeps parents/carers fully informed and involved.

Monitoring arrangements

- The SENDCo monitors and reviews the movement of children within the SEN graduated response system at school.
- The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice in school.
- The SENDCo is involved in supporting teachers in creating Individual Learning Plans for children.
- The SENDCo and staff, including learning support assistants hold regular reviews to update and monitor progress.
- The SENDCo and SEN Governor hold regular meetings to explore any changes in SEN and the current situation within the school.

Further information

Further information regarding support for SEN children can be found in our SEN information report on the school's website. This forms part of the Somerset Local offer.

<https://brentknoll.somerset.sch.uk/key-information/sen/> <https://beta.somerset.gov.uk/education-and-families/the-local-offer/>

Contact details of support services for parents of pupils with SEN

- IPSEA- offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). We also provide training on the SEND legal framework to parents and carers, professionals and other organisations. www.ipsea.org.uk
- Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. <http://somensetsend.org.uk> The service is free, confidential and impartial.

Contact details for raising concerns

- Initial concerns can be raised with the child's class teacher.
- Further concerns can be raised with either the SENDCo or Headteacher.
- Please refer to Brent Knoll complaints policy should concerns not be resolved.