



# Brampton Village Primary School

## Special Educational Needs and Disability Policy

Date Agreed	November 2022
Date of Review	November 2023

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Statutory Framework for the Early Years and Foundation Stage
- The Children and Families Act 2014
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Co-ordinator (SENCo) in partnership with the SEND Governor, the Senior Leadership Team (SLT), other staff and parents of pupils with SEND.

#### **Contact details:**

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The SENCo is a member of the Leadership Team. The advocate for the SENCo is Peter Allen, Headteacher.

#### **Section 1: Philosophy and Aims**

At Brampton Village Primary School we are committed to meeting the needs of all our pupils. In response to special educational needs and disability we believe that:

- All children have the right to learn together within the mainstream setting.
- Children with a SEN or disability should be offered access to a broad and balanced and relevant education including the National Curriculum.
- Parents of children with a disability or SEN have a vital role to play in supporting their child's education.
- The views of disabled children and those with SEN should be sought and taken into account.
- Every teacher is a teacher of every child, including those with SEN.

The heart of this philosophy is based in The Aims and Ethos (Core Values) of the School:

### **Ethos (Core Values)**

At Brampton Village Primary every child matters and each individual is valued for the unique contribution he or she makes to our community. We expect everyone to show respect for others, to be courteous, responsible and caring and we actively foster such behaviours. Our aim is to create an environment which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best, where they can celebrate their differences and develop the skills and confidence to build happy and successful futures. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.

### **Aims**

- Create a nurturing environment which supports the well-being of every pupil and enables children to be healthy, emotionally literate and able to maintain positive and fulfilling relationships.
- Provide exciting, engaging and creative learning experiences, which enable all children to become active, independent and effective learners who achieve their very best.
- Develop pupils' understanding of their responsibilities as members of a community, encouraging a positive, respectful and caring attitude towards others & the environment.
- Enable all our children to become enquiring, responsible, resourceful and reflective young people, ready to face the future with confidence and to challenge themselves.
- Foster strong partnerships with parents and carers, valuing the contributions they have to make, encouraging their active involvement in children's learning and developing a relationship based on mutual trust.
- Put the school at the heart of the local community, so that both school and village are enriched, and enable children to appreciate aspects of the wider world.
- Raise the aspirations of and expectations for all pupils with SEND.
- Provide a focus on outcomes for children and not just hours of provision or support.

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of practice 0-25, 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- To provide support, training and advice for all staff working with children with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

## **SECTION 2: Admission Policy**

The school will treat all applicants fairly in line with the Local Authority's admissions policy. (See school brochure) Therefore all pupils with a disability or those identified with SEN, as well as pupils whose needs have not already been identified, will be admitted.

Admission will not be refused to children who do not have an EHC Plan or who are currently being assessed.

The only criteria for refusing a placement will be in a small minority of cases when it is agreed that the child's inclusion would be incompatible with the efficient education of the child and other children.

## **SECTION 3: Identifying Special Educational Needs**

The SEN Code of Practice 0-25 (2015) describes 4 broad categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs. At Brampton Village Primary School, however, we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child.

In assessing whether or not a child has a special educational need, the school will, in the first instance, focus on the child's learning characteristics, the learning environment the school is providing for the child, the task and teaching style.

This will entail looking carefully at classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is able to learn effectively.

The following circumstances are not SEN but they may impact on a child's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child In Care
- Being the child of a Serviceman/woman

At Brampton Village Primary School, the early identification and assessment of children who may have special educational needs is extremely important so that effective provision can be put in place as promptly as possible.

## **SECTION 4: A Graduated Approach to SEN Support (See also Appendix 1)**

### **General Provision**

In line with guidance given in the National Inclusion Statement on providing effective learning opportunities for all pupils, the school provides an inclusive curriculum based on three principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The curriculum provided will therefore be

- Broad: it will introduce pupils to a wide range of knowledge, understanding and skills.
- Balanced: each part will be allocated sufficient time to make its special contribution, but not so much that it squeezes out other essential parts.
- Relevant: all subjects are taught so as to bring out their relevance to pupils' own experience and to future learning and wherever possible emphasis is given to learning through practical activities.
- Differentiated: what is taught and how it is taught will be matched to the pupils' abilities, aptitudes and needs.

In providing this inclusive curriculum the school will:

- Consider children's different learning styles and try to ensure a balance of visual, auditory and kinaesthetic stimuli for learning.
- Consider and promote the impact of the physical environment on learning.
- Promote a high level of pupil participation and pupil feedback throughout the school.

A differentiated curriculum, taught through Quality First Teaching and reflecting variability within the school population, will address the majority of special educational needs and ensure access.

Pupils are identified as having SEND if they do not make adequate or expected progress which is monitored regularly even after they have had intervention/adjustments and good quality personalised teaching. It is only when interventions are required which are additional to or different from the differentiated curriculum provision made for all pupils that further help at SEN Support is required.

To help identify children who may have special educational needs, the school will assess children's attainment and achievements by referring to:

- Their attainment and achievements monitored by the teacher as part of ongoing observation and assessment.
- Their attainment and achievements against the objectives specified in the National Curriculum.
- Their attainment and achievements against the objectives specified in the National Curriculum at the end of a key stage.

- The results of standardised and National Curriculum tests.
- The tracking of each child's progress and well-being is also considered at termly pupil progress meetings.
- Additional assessments undertaken by class teacher and/ or the SENCo.

## **SEN Support**

Children requiring this help will be placed on the SEN register and an individual APDR will be put in place with appropriate targets, outlining the provision to achieve them. All children with an APDR will also have a Pupil Passport. The information on the passport will include a photo of the child, details of their likes and dislikes as well as details of their individual barriers to learning and strategies that help them.

At this stage the class teacher and SENCo, will discuss interventions that are additional to, or different from, those provided as part of the class's usual differentiated curriculum.

After discussion with the SENCo, the class teacher will remain responsible for planning, delivering and monitoring the outcomes for the child on a daily basis. The provision will be based on the child's APDR and will be recorded by the class teacher and monitored by the SENCO.

## **Managing Pupils' needs on the SEN register**

All APDR are reviewed termly by the class teacher with the child and shared with parents/carers. APDR documents are kept in the central SEN filing system and /or electronically on the school server/Provision Map for staff to access.

School may request support from outside specialists, particularly from a specialist teacher from the SEND Specialist Services team, who will:

- Further assess the child
- Help plan future interventions for the child in discussion with colleagues
- Help monitor and review the action taken

Following reports received from outside agencies, class teachers should ensure that they read and put into practice recommendations following any advice received. Class teachers are responsible for maintaining their Class Information Folders as well as liaising with the SENCo regarding any advice given to them about children on the SEN register.

The Head teacher is responsible for ensuring that SEN children are able to access exams and other assessments. The Head teacher will do this 'in accordance with the ARA (Assessment & Reporting Arrangements) guidance.'

## **Criteria for exiting the SEN Register**

For some children on the SEN register, the support provided will enable them to make progress so that additional provision will no longer be required. In these cases, this will be discussed with the parents and relevant staff and the child will be removed from the SEN register and the APDR

will no longer be provided. The progress of these children will continue to be monitored through the systems already stated. If the progress of a child causes concern in the future, parents will be consulted and the child will be reinstated on the SEN register and an updated APDR set up.

### **Request for an Education, Health and Care Plan (EHC Plan)**

If the child is moved to this stage the following procedures will be followed:

- The consent of the parents will be gained through discussion.
- Referral SEND Services 0-25 (for an Educational Psychologist/ Specialist Support Teacher) who will normally meet with the parents and SENCo.
- Request additional advice from other outside agencies who may have become involved.
- The school sends in an official request form together with the school's advice. This is coordinated by the SENCo and involves input from the class teacher, copies of previous APDR, standardised test results and any other advice from relevant supporting outside agencies.
- The SENCO shares this advice with the parents.
- Following the issue of an EHC Plan, the SENCo will coordinate the procedures detailed in the Code of Practice 0-25 (2015) and in line with LA guidelines.

Children who are issued with an EHC Plan have an annual review in line with the requirements in the Special Needs Code of Practice 2015. This is coordinated by the SENCo.

Class teachers are responsible for maintaining in their files the information and reports given to them by the SENCo about children with an EHC Plan.

The class teacher is responsible for evidencing progress according to the outcomes described in the EHC Plan.

### **SECTION 5: Supporting Pupils and families**

The school has links with:

- A limited amount of SEND Specialist Service Team time which gives us access to specialist teachers. The LA currently funds this.
- A limited amount of Educational Psychologist time is allocated to the school and the SENCo helps to decide upon priorities for this involvement.
- Local Authority Attendance Officer liaises with the school as required ~~once a term~~.
- School calls on other agencies as and when appropriate e.g. Paediatrician, Physiotherapist, Occupational Therapist, Speech and Language Therapist, Visually Impaired Service, Hearing Impaired Service, Emotional Health and Wellbeing Service, Early Intervention Services and CAMHS. Parents' consent and help is obtained for these referrals.

### **Working in Partnership with Parents/Carers**

The school recognises that parents/carers have a vital role to play in enabling children with SEND to achieve their full potential. It recognises that the work of professionals can be more effective when parents/carers are involved and account is taken of their wishes, feelings and

perspectives. It therefore sees parents/carers as co-educators and is keen to promote the development of close partnerships between the parents, the school, the LA and other agencies.

Parents and carers are informed when their child is identified as not having made expected progress or is having a behavioural difficulty. This meeting is important as it facilitates the sharing of information about the child. The school in turn will give information about arrangements within the school to support their child's needs. This may include placing the child on the special needs register, drawing up an APDR/ risk management plan and/or setting up a 'Home School communication' book.

There are numerous opportunities for all parents/carers to be involved with their child's learning and these are all detailed in the school's newsletters. For children with special educational needs or disabilities, as with all children, the school operates an open house policy where parents have the opportunity to arrange an appointment for a parent/ teacher interview whenever they feel they have a concern.

Parents are kept informed at all stages of their child's special needs progress. Permission is always sought before entering a child on the special needs register or referring a child to an outside agency. Their support is vital to us when completing the required forms such as the Early Help Assessment (EHA) and other assessment and referral forms.

Meetings ~~are~~ should be held termly with class teachers for parents/carers of children who are on the SEN register to discuss their child's progress towards the targets on their APDR and the outcome of any additional support their child has received. The views of the parents/carers are sought and taken into account when planning for future support and outcomes.

Parents are offered the opportunity to meet with their child's class teacher, the SENCo and relevant specialist teachers or staff at other times if they have any concerns.

Parents of children with an EHC Plan are invited to attend an annual review meeting and to provide a written report. If their child has any outside agencies involved they will also be invited. Parents will receive a full copy of the annual review report.

Parents will be able to find further information about inclusion at Brampton Village School in the Information Report on the school's website. Here, parents will be able to view FAQs about SEND and disability in Brampton Village Primary School and links to other policies and contact details.

Parents will also be able to find out about all services, opportunities and access for children with special educational needs and disabilities in their area by visiting the school's website and following the link to the local offer. [www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)

### **Pupil Participation**

The school recognises that children have a unique knowledge of their own needs and circumstances and their own views about what kind of support would help them make the most of their education. It therefore recognises the importance of involving the child wherever possible in the decision-making processes which occur in their education and will wherever possible provide the opportunity for them to do this.



From the time that they enter the School all children are encouraged to develop the ability to contribute their ideas and opinions effectively through circle time, School Council, and target setting. Children with special educational needs and disabilities are encouraged to contribute to their All About Me/Pupil Passports, APDRs and EHC Plan reviews.

For children with more complex difficulties interim meetings are sometimes held when they are invited to contribute and in some cases plans are put into place.

In order to be able to contribute effectively children with special educational needs and disabilities need to feel confident that they will be listened to and their views valued. The school promotes the development of listening skills, a respect for the ideas and beliefs of others and an understanding that all contributions are valued but children will also be encouraged to learn the skills of self- evaluation.

## **SECTION 6: Admission and Transfer Procedures**

At school we strive to support children to be confident in the transition process from year group to year group and when leaving the school. We encourage them to share their concerns and contribute to future provision and support.

### *Transfer between classes*

- Towards the end of the summer term, meetings are held between the present class teacher and the receiving class teacher to discuss the needs of the children to enable forward planning.
- At the end of the summer term, class teachers ensure that all relevant information, including APDR, Class On A Page and Passports are updated and handed to the receiving teacher.

### *Transfer from Other Schools*

When children arrive from other schools with a disability or identified special needs, the SENCo will:

- Meet with the parents to gather the relevant information.
- Use information from the child's previous school. This may be in the form of written records or may involve contacting the previous head teacher/class teacher/SENCo. Full use will be made of all records as a starting point for all children. The records will then be retained as part of the ongoing assessment and educational provision process.
- If appropriate, outside agencies that have previously been involved will be contacted.
- If necessary, arrangements will be made for the involvement of appropriate new outside agencies.
- Meet with the class teacher soon after transfer to assess need and discuss strategies and support.

### *Transfer to Local Secondary Schools*

The secondary school SENCo is invited to attend the Annual Review for children with an EHC Plan in Years 5 and 6.

For all children who are on the SEN register, during the summer term before transfer:

- Meetings are held between the SENCo of relevant schools. Additional meetings are held between the Year 7 Coordinator and the Year 6 teachers.
- Children and parents have the opportunity to make pre-visits in order to familiarise themselves with the building, meet some of the adults the children will be with and learn about some of the systems that are in place to support them.

On transfer to secondary school the SENCo sends all the SEND information on each child to the school.

#### *Transfer to Other Schools*

Records for children transferring to other schools are treated in the same way as for secondary transfer with the exception that the file is posted and any additional information is available by further liaison via telephone.

### **SECTION 7: Supporting Pupils at school with Medical Conditions**

Brampton Village Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The Head teacher has responsibility for maintaining the school's responsibility for meeting the medical needs of pupils.

For more details please see the Supporting Pupils with Medical Conditions Policy.

### **SECTION 8: Training and Resources**

Staff professional development is planned through a review of individual training needs in the light of development priorities, personal professional development as highlighted through the performance management cycle and staff competences. The head teacher will give priority to the needs of all staff with regards to special educational needs. The school's in-service training plans for special educational needs will be reported to the governors, and will include details of training for class and subject teachers, the SENCo and Teaching Assistants. The SENCo will assist in the provision of training for teachers and Teaching Assistants.

The governors will give high priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for governor training.

The school will use some or all of the following resources to support the teaching of pupils with SEND as appropriate:

- Specialist Teachers from the SEND Specialist Services Team provided by the LA.
- The school's SENCo.
- Teaching Assistant hours within classes where there is an identified need to support individuals or groups, currently funded by the school.
- Teaching Assistant time for pupils with an EHCP.

- Annual allocation of funds for resources.
- Teaching Assistant time to provide additional intervention programme for literacy, maths, and social and emotional provision through individual and small group work.
- Allocation of training and development funds for teachers and assistants.
- Provision to release staff to meet other professionals and attend EHCP Annual Reviews.

## **SECTION 9: Roles and Responsibilities**

The school recognises that provision for pupils with special educational needs is a matter for the school as a whole and that in addition to the school's governing body, the school's Headteacher, the SENCo and all other staff have important responsibilities:

### **The SENCo**

The SENCo is Mrs Belinda Pettitt. They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 headteacher 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 SEND up to date

#### The SEN governors

The SEN governors are Rev Duncan Goldthorpe and Mary Campling Woollam : They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

#### The headteacher

The headteacher is Mr Peter Allen. They will:

- Work with 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

#### 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 SEND policy

All Teaching Assistants are responsible for:

- Being fully aware of the school's SEN and disability procedures as outlined in the SEN Policy.
- Working alongside class teachers to plan and deliver programmes of work for children with SEND
- Contribute to assessment and review of children's progress.

## **SECTION 10: Storing and managing Information**

Once identified, school records for pupils identified as having Special Educational Needs will include the following:

- A list of pupils at SEN Support and those with an EHC Plan.
- The amount and type of support received by each pupil, including any top-up funding.
- Copies of reports/advice from external professionals/agencies.
- APDR for each child.
- Any additional plans used, evidence that account has been taken of external advice.
- Annotated planning that provides information about curriculum provision and learning outcomes.

## **SECTION 11: Accessibility**

The school recognises their responsibilities as described in the SEN and Disability Act, 2001 which placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils to ensure that disabled children will not be treated less favourably.

Following an accessibility audit, the Governing Body produced an Accessibility Plan to cover:

- Improving the physical environment for access re pupils with disabilities.
- Increasing the extent to which the physical environment enables disabled pupils to participate in the school's curriculum.
- Improving the provision of information for the disabled child. This will include seeking the advice of parents and then providing a range of formats that meet the specific needs of the child.

This is updated every 3 years.

## **SECTION 12: Monitoring and Evaluation of SEND**

The success of the school's response to special educational needs is continuously monitored using the information gathered from the procedures described in this policy. We value feedback upon the success of our SEN work from parents, children, governors and outside agencies. We constantly strive to make our responses to special needs effective and where we recognise that improvements could be made we will act accordingly.

The Governing Body supported by the school will look for evidence to show:

- Effectiveness of the early identification procedure.
- Progress of individual pupils.
- Valuing the children's ideas and responses to their learning.
- Regular meetings to review targets and monitor movement on register.
- Record keeping system is kept.
- Effective partnership with parents.
- Effective liaison with outside agencies.
- Effective partnership between governors and staff in relation to SEN provision.

- Effective liaison between the SENCo, the SEND Specialist Service Team and class teachers and this will include the sharing of best practice when devising strategies to support learning.
- The types, range and management of resources are designed to ensure that the needs of all the children are met including an understanding of cultural need.
- A regular review of all test results of children on the special needs register and those with disabilities.
- Annual Review to see that we are meeting the needs of children and the training requirements of all staff.
- Effective liaison with Secondary Schools for children on the SEN register and with disabilities.
- Support teaching is being targeted effectively.

The Headteacher will report to the Governing Body in the Head teacher's report about SEN and disability provision.

The SENCo will report to the SEN Governor and any committee as appropriate.

The Governing Body will comment in their annual report to parents on the effectiveness of the school's work on behalf of children with disabilities and special needs.

### **Reviewing the Policy**

The SEN policy will be reviewed annually by the SENCo, the Head Teacher, the SEN Governor and the Senior Leadership Team.

### **SECTION 13: Dealing with Complaints:**

The school is committed to developing a strong sense of partnership with parents, carers and other members of the local community. This provides a sound basis for understanding and resolution when things appear to go wrong. However, the school does have a Complaints Policy which describes the procedure to be followed when complaints are made by parents/carers about the conduct of the school or actions of staff or governors. Copies of this are available from the school website and the school office.

## **SECTION 14: Appendices**

### **Appendix 1**

#### **Triggers Indicating the Need for Intervention at SEN Support**

The child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in core curriculum areas that result in poor attainment in other curriculum areas.
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in 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.
- The school may also engage with specialist support services and agencies in more detailed planning and design of interventions for individual pupils whose progress has continued to be limited, despite carefully-planned interventions, or whose educational needs require more intensive input and advice from external services.

#### **Triggers Indicating the Need for an EHCP Needs Assessment-~~for~~ for children who may need an EHC Plan**

An EHC Needs Assessment is appropriate only for pupils with long-term needs arising from a major difficulty in one or more of the four areas of need identified in the Code of Practice 2015:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical

An EHC Needs Assessment will only be considered if the pupil has not made progress through appropriate school-based interventions at SEN Support.