



Special Educational Needs and Disability (SEND) Policy

To be read in conjunction with all other policies plus:-
Accessibility Plan

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Introduction

Our school provides a differentiated creative curriculum and additional focused teaching sessions for children with special educational needs and disabilities who have learning difficulties. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age

The National Curriculum and Foundation Stage Curriculum is our starting point for planning creative learning opportunities that meets the specific needs of individuals and groups of children.

Teachers take account of the needs of all the children in their care and make provision, where necessary, to support individuals or groups of children so that they can make progress and participate effectively in learning and assessment activities. Children with SEND may need additional help or different help from that given to other children of the same age.

Arranging additional forms of teaching support for a child may be required throughout a child's time at our school or may be planned as an intervention at any point in their education if a child's level of progress falls significantly below that of other children of the same age.

The Disability Discrimination Act 2005 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special



educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Special Educational Needs and Disability Aims

The aims of this policy are:

- To ensure that our school does its best to meet the special educational needs and disabilities of each child;
- To ensure that the special educational needs and disabilities of children are promptly identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

Educational inclusion

We offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want every child to know 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

Teachers respond to children's needs by:

Providing support for children who need help with communication and language and any area across the curriculum;

- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities. It does its best to secure the necessary provision for any pupil identified as having special educational needs. They consult the LEA and other lead professionals, when appropriate, and report annually on how they ensure that every child gets teaching to meet their individual needs.

The governing body has an identified governor who has specific oversight of the school's provision for pupils with special educational needs. The SEND Governor ensures that all governors are aware of the school's SEND provision and how it is progressing in its support of children who have SEND. The 'responsible person' in our school is the Headteacher. The Headteacher ensures that all those who teach or support a pupil with an Education Health and Care plan or Special Educational Needs Statement are aware of the nature and requirements of the plan/s.



Areas of Special Educational Need:

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical needs

Assessing a child's needs:

When a teacher notices a child has difficulty learning they always inform the parents and carers and the Deputy Head (SENCO) at the earliest opportunity because they know that early identification is vital.

This ensures that:

- everyone is able to quickly provide help for a child
- parents and carers always fully understand their child's educational needs
- parents, carers and the school can work together to ensure the best possible educational provision is in place for a child so that they can continue to make progress.

The Deputy Head (SENCO):

- Manages the day-to-day operation of the school Special Educational Needs and Disabilities Policy;
- Supports and advises all the staff in the school in relation to supporting children with special educational needs and disabilities;
- Oversees the records of all children with special educational needs;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to the governing body;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contributes to the professional development of all staff;

When children first join our school we make baseline assessments of what they know and understand. Many of the children who join us at age 4 have already been attending a pre-school. We meet with the pre-school staff who share their assessments of the children's learning with us. We obtain information about older children who join us from their previous school. In some cases children begin at our school with their special educational needs and disabilities already assessed. We use our baseline assessments to provide starting points for the development of an appropriate curriculum for all the children in our care.

Children are then regularly assessed during the time they spend attending our school. These assessments provide teachers with the information they need to:

- confidently plan what each child needs to learn next;
- quickly identify if a child needs extra help.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. All interventions are regularly and systematically reviewed to ensure children are making progress. This level of support is SEN support and the child will be recorded on the SEN register.



The class teachers and the Deputy Head (SENCO) assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The Deputy Head works closely with parents/carers, teachers and support staff to ensure the delivery of an appropriate agreed Individual Education Plan (IEP) (this is called an Individual Play Plan (IPP) in Reception) for children with identified learning difficulties. Whenever we can we also include the views of children within this plan.

Partnership with parents/carers

We ensure that parents are able to play their part in supporting their child's education. We make clear the expectations of all partners in the process

When a child receives planned support that falls outside of our normal planning systems their needs will be recorded on an Individual Education Plan (IEP) and/or provision maps. These will show the short-term target/s set and the teaching strategies to be used. They will also indicate the planned outcomes and the dates for the plan to be reviewed. In most cases, this review will take place three times per year. These plans will be shared and agreed with parents/carers at the beginning of the intervention process. We will then hold regular review meetings with the parents/carers so that they can fully support their child's learning, understand how much progress is being made and celebrate their child's achievements. Children are invited to these meetings.

If the review identifies that support is needed from outside services, we will consult parents/carers prior to any support being requested. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP/provision map. The new strategies in the IEP/provision map will, wherever possible, be implemented within the child's normal classroom setting.

If a child continues to demonstrate significant cause for concern, the school will work in partnership with parents/carers to help the child access additional support from outside agencies. This may result in the school and parents/carers working in partnership to present an application for an Education Health and Care Plan to the local authority. A range of written evidence about the child will support the request. If a child has an Education, Health and Care Plan or Statement of Special Need in place this may mean that the school employs a member of staff to support that child on a one to one basis as and when this is required.

Providing for a child's overall well-being:

Broadway has well established procedures for supporting the medical needs of children who attend the school. Staff have experience in supporting children with asthma and long term medical needs. The school has long standing partnerships with outside agencies such as the school nurse, speech therapist etc. when children with medical needs join the school a medical care plan is completed so that a child's specific needs can be confidently met.

The school offers several after school activities. For example, choir, football science etc. which children with SEND are supported to access.

When children find it hard to conform to the behaviour expectations of the class we have a chill out space which they can elect to access. We also offer one-to-one mentoring to children who require this. Children are helped to develop strategies to cope with situations that cause them distress or anxiety. We have modified the classroom environment to ensure children feel safe and supported for example we provide visual timetables, quiet zones, etc. We also provide weekly timetables to parents/carers when a child requires reassurance to reduce anxieties and the behaviours associated with it; this is particularly relevant to children who have a diagnosis of Autistic Spectrum Condition (ASC).



Allocation of resources

The Deputy Head (SENCO) in collaboration with the Headteacher 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 Headteacher informs the governing body of how the funding allocated to support special educational needs and disabilities has been deployed in relation to equipment and personnel. The Headteacher and the Deputy Head (SENCO) meet annually to agree on how to use funds directly related to Education Health and Care plans or Statements.

Access to the curriculum

We enable all children to have full access to all elements of the school curriculum. The school provides a broad and balanced curriculum experience. The National Curriculum and Foundation Stage Curriculum form a basis from which teachers plan learning delivered through a creative curriculum that incorporates children's own curiosity and specific interests at its heart. Teachers plan differentiated lessons to meet the specific needs of individuals and groups of children. We have high expectations of all our children and we aim to remove all 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

We support children with identified learning needs 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. 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.

Monitoring and review

The Deputy Head (SENCO) monitors the movement of children within the SEND system in school. The Deputy Head (SENCO) discusses with staff and the SEND Governor the impact of the policy on the practice of the school.

The Deputy Head (SENCO) is involved in supporting teachers involved in drawing up Individual Education Plans for children. The Deputy Head (SENCO) and the Headteacher hold regular meetings to review the work of the school in this area. The Deputy Head (SENCO) and the named governor with responsibility for special needs also aim to hold termly meetings.

Equality of opportunity

Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It applies to all members of the school community: pupils, staff, governors, parents/carers and community members, and to all aspects of school life, including admissions. Disabled members of the school community are also legally entitled to expect reasonable adjustments to be made to help facilitate their participation. The staff and governing body review this policy annually and consider any amendments in the light of the annual review findings.

This policy can be read in conjunction with South Gloucestershire SEND policy.

Signed: Michelle Clark
Date: 27th November 2017

Chair of Governors