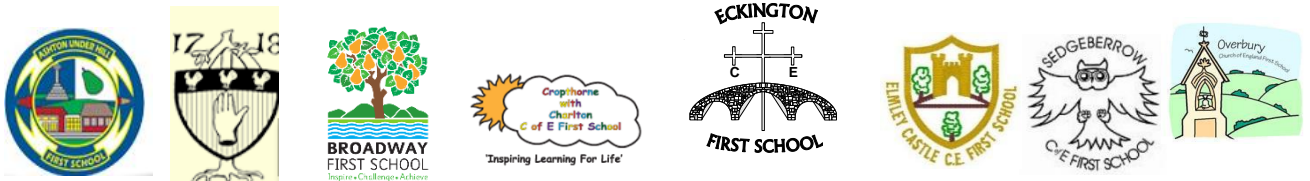


Broadway First School
**Policy for Special Educational Needs and
Disabilities (SEND)**
2017-2018

Written in Partnership with the Bredon Moles Cluster of First
Schools



Welcome to our SEND Policy. All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

At the Bredon Moles Cluster First Schools we value all members of our school community. Our SEND Policy has been produced in consultation with 8 of of the 9 schools in our cluster and then modified to suit our individual school.

Special Educational Needs and Disabilities Co-Coordinator: Dr Tessa Browning

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Through contact via school office

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AIMS

All children have a human right to be educated alongside their peers. At Broadway First School we are fully committed to meeting the needs of those pupils with SEND so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Broadway First School has due regard to the SEND Code of Practice 2014 and the Equality Act 2010 and makes reasonable adjustments.

Definition of Special Educational Needs and Disabilities.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

With regard to the Code of Practice 2014 Broadway First School describes SEND for pupils with issues from the following categories : Communication and Interaction; Cognition and Learning; Social, emotional and mental health difficulties and Sensory and / or physical needs.

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv)

OBJECTIVES

In providing for those pupils defined as having Special Educational Needs and Disabilities at Broadway First School we seek to:

- ◆ ensure that all pupils are valued equally
- ◆ ensure that all pupils make progress
- ◆ work in close partnership with parents/carers and children
- ◆ ensure that SEND needs are identified and assessed as early as possible
- ◆ ensure pupils' needs are met as soon as is practicable
- ◆ ensure that all children have access to a relevant, broad and balanced Curriculum
- ◆ ensure all children have physical access to learning environment
- ◆ work proactively with the Worcestershire LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special needs
- ◆ maintain and develop a range of expertise within the school
- ◆ monitor, review and evaluate policy and provision on a regular and systematic basis in line with all other policies.

Partnerships

At Broadway First School, we believe that to meet successfully the needs of children with SEND, requires strong partnership between all those involved – Worcestershire LA, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of roles and responsibilities, striving for clarity of information and good communication.

Partnership with Parents/Carers

When a child is in care, the carers are accorded the same rights and responsibilities as reasonable parents.

At Broadway First School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

At Broadway First School, we endeavour to support parents so that they are able to:

- ◆ recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- ◆ have knowledge of their child's entitlement within the SEND Framework
- ◆ understand procedures and documentation
- ◆ make their views known about how their child is educated
- ◆ have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the LA Parent Partnership Service, which should provide support, information and relevant training.

Class teachers inform parents when special needs are first identified and keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

At Broadway First School, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment; therefore, we endeavour to provide extra support as the child goes through this process.

Parents are informed of the Special Educational Needs and Disabilities Policy implementation and any changes to the policy in the Annual Report.

Our *School Information Report* can be found on the school website

<http://www.broadway.worcs.sch.uk>

A named governor takes a special interest in special needs and disabilities and is willing to talk to parents, for 2017/18 this is Dr Joan Reading.

Roles and Responsibilities

Provision for pupils with Special Educational needs and disabilities is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCO, all members of staff have important responsibilities. "All teachers are teachers of SEND" CoP 2014

The Role of the Governing Body

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs or disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing

Body has decided that children with special educational needs and disabilities will be admitted to the school in line with the County agreed admissions policy.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND needs. The Head Teacher keeps the Governing Body fully informed on SEND issues. The Head Teacher works closely with the SENDCO. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENDCO, who co-ordinates SEND within the school. The SENDCO in turn keeps the Governing Body fully aware of SEND action plans and issues as necessary.

In this school the appointed SENDCO is Dr Tessa Browning.

The Special Educational Needs Co-ordinator (SENDCO):

- The day to day running of the school's SEND policy;
- Liaising with and advising fellow staff including support staff;
- Co-ordinating provision for children with SEND;
- Maintaining the schools SEND register;
- Monitoring the progress of all pupils with SEND (IPMs);
- Liaising with parents with children with SEND;
- Meeting with and gaining parental permission for other agencies' involvement (with the class teacher)
- Communicating findings of agencies with parents (together with teacher if appropriate).
- Contributing to the in-service training of staff, and liaising with external agencies;
- Meeting with the SEND Governors.
- Gathering pupil voice of children with SEND and monitoring this through learning walks
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Manages a range of resources, human and material, linked to children with special educational needs and disabilities.
- Keeps up to date with relevant changes to Government legislation, policies and practice.

All Teaching and Non-Teaching Staff

All staff and parents are involved in the development of the school's SEND policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- 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.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher or outside agencies;
- using suitably modified resources or activities to help meet specific objectives.

Early Identification

At Broadway First School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational needs before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents to enable the school to develop an IPM and provide additional support if necessary and practicable.

If a child is identified as having Special Educational Need and Disabilities the school will endeavour to:

- ◆ use information from the child's previous educational setting/ home to provide starting points for the development of an appropriate personalised curriculum
- ◆ identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- ◆ use curriculum and Baseline Assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- ◆ ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- ◆ involve parents in developing and implementing a joint approach at home and in school.

Broadway First School is open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

Record-keeping

At Broadway First School, we acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed.

- ◆ Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- ◆ The SENDCO is responsible for ensuring that comprehensive records are kept properly and available as needed.
- ◆ If the school refers a child for Statutory Assessment or Education Health Care Plan to Worcestershire LA a record of the child's work, including the resources or special arrangements already used are made available.
- ◆ Broadway First school uses Individual Provision Maps (IPMs) in order to demonstrate the provision in place for pupils with SEND and the progress they are making towards personalised targets.
- ◆ IPMs will be reviewed on an ongoing basis by the class teacher and in collaboration with the SENDCO on at least a termly basis. IPMs will be shared and discussed with parents/ carers on at least a termly basis in line with SEN CoP 2014.
- ◆ On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the SENDCO, including IPMs (where appropriate).
- ◆ A record of the child's progress and behaviour is kept in the child's Pupil Record and in their SEND file.

Assessment

Early identification of special educational needs is vital. The class teacher meets with the parents at the earliest opportunity to discuss concerns, including any concerns that parents themselves raise. Where concerns have been identified by previous schools/providers (e.g. Playschool) it is expected that the previous provider/school will inform us and invite us to meetings to share information and work together.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

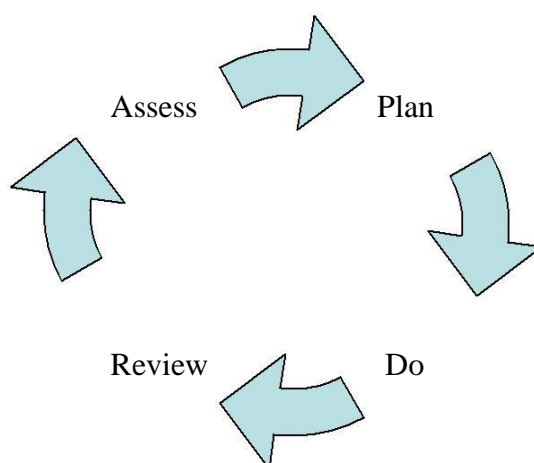
The SENDCO works closely with parents and staff to plan an appropriate programme of intervention and support.

The assessment of children preserves as far as possible their participation in the whole curriculum of the school.

THE SEND PROCESS & PROCEDURES

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



The school uses the following graduated approach to respond to children's special educational needs:

1. Placing children on our 'Monitoring' list.

Where a pupils' attainment or progress is a cause for concern teachers will share their concern with the child's parents and the SENDCO. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

2. Placing children on the school's Provision map

Where there is concern that quality first teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored using a group targeted intervention monitoring sheet.

3. Placing children on the school's SEND register

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural 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;

There is often the need for greater involvement of external agencies e.g. Autism Outreach, Educational Psychologists. Pupils will probably need a more individual intervention programme and these will be recorded on an Individual Provision Map.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Individual Provision Map and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress and the school will seek advice from the appropriate agencies.

The SENDCO, school staff, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in working with the child directly. The delivery of the interventions recorded in the Individual Provision Map continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are severe and complex and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports. This process will involve presenting to County detailed records of our provision and its impact for their consideration.

5. Transition Review

All EHCPs are reviewed when parents, the LA, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Needs Provision.

The timing of the review should reflect the circumstances of the child, for example, if leaving school.

The purposes of the review are:

- ◆ to assess the child's progress towards meeting the objectives specified in the Statement
- ◆ in the case of the first annual review, to assess the child's progress towards the targets in the IPM
- ◆ to review the special provision made for the child
- ◆ to consider the appropriateness of the EHCP in the light of the child's performance
- ◆ to consider if the Statement or EHC is to be maintained.

Transition Review Procedures

At Broadway First School, the SENDCO takes lead responsibility for the administration of transition reviews. The Head Teacher assists with reviews where appropriate.

- ◆ The SENDCO provides the LA with a report following each annual review.(This is in accordance with the new guidelines from LA)
- ◆ The SENDCO seeks written advice from:
 - the child's parents
 - anyone specified by the Authority
 - anyone else the SENDCO considers appropriate.

- ◆ The SENDCO endeavours to circulate a copy of all advice received to those invited to the meeting, at least two weeks in advance.
- ◆ The school's advice should contain commentary on:
 - the child's progress towards meeting the objectives in the Statement
 - progress towards short-term targets
 - the application of the National Curriculum
 - the progress in behaviour and attitude towards learning
 - the continued appropriateness of the Statement.

Transitional Review Meeting

The review meeting is normally arranged in the school and should be chaired by the SENDCO.

The SENDCO will convene the meeting, inviting the child's parents/carer (parents should be encouraged to attend and contribute their views), a relevant teacher, the SENDCO, a representative of the LA, any person whom the LA considers appropriate, and any other person whom the SENDCO thinks appropriate.

All pupils at Broadway First School are involved, attending part of, the review.

Agenda items consider the following:

- ◆ whether the EHCP remain
- ◆ whether any amendments are required
- ◆ whether the LA maintain the EHCP, or if the LA should be recommended to cease the Statement and the child's needs be met through the schools provision map?
- ◆ any new targets to meet the objectives set out in the EHCP
- ◆ whether any additions or amendments should be made to an existing transition plan.

After the Transitional review, the SENDCO prepares a report and submits it to the LA no later than ten school days after the review.

Transfer to Middle School

When organising the annual reviews, Broadway First School considers the following points before the child's transfer to Middle school.

- ◆ The move to Middle school will be considered in the review in Year 4
- ◆ In most cases, it is possible in the Year 4 review to give clear recommendations on the type of provision the child will require at Middle school.
- ◆ Parents will be encouraged to visit the Middle schools to consider the options available to them.
- ◆ If the options are not clear, an interim review will be held early in the Autumn Term of Year 5
- ◆ The child's Statement/ EHCP should be amended by February half term of the year of transfer, in the light of recommendations of the annual review, the parent's views and preferences and the response to consultation by the LA with the school or schools concerned.
- ◆ It is important for placements to be finalised as early as possible in order for advance arrangements to be made.
- ◆ The SENDCO of the receiving school will be invited to the final annual review.

Allocation of resources

The Head teacher 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 statements of special educational needs (note: these are gradually being changed over to Education and Health Care Plans).

The SENDCO maintains detailed records of all pupils on the SEND Register. All teaching staff have access to copies of this SEND Policy, SEND Register, of IPMs/Provision Plans for their children and other relevant information.

Available resources to support pupils with SEND are stored in classrooms and can also be accessed by all staff from clearly labelled drawers within the main corridor. Other information relating to the nature of various types of SEND, the symptoms expressed and strategies for providing for the need can be accessed from the SENDCO. Information may also be stored in class teachers' SEND files. There are lists of contact addresses for support agencies so that the work on behalf of a pupil with SEND can continue in the absence of the SENDCO.

The school has a relevant and up to date accessibility plan.

Concerns

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Monitoring and evaluation

- The SENDCO monitors the movement of children within the SEND system in school.
- The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENDCO is involved in supporting teachers involved in drawing up the School Provision Map and Individual Provision Maps for children.
- The named governors with responsibility for special needs are kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.

SENDCO: Tessa Browning

APPOINTED GOVERNOR: Dr Joan Reading