



Brinsley Primary and Nursery School
Learn today, be a star of tomorrow

School Policy for

Special Educational Needs

Person Responsible: Mrs Emma Langon

Written: October 2023

To be reviewed: October 2024

A small, square image showing a handwritten signature in black ink on a light-colored background. The signature appears to be 'L. Berry'.

Lorraine Berry, Chair of Governors 27.11.2023

Contents:

School Policy for.....	1
Person Responsible: Mrs Emma Langon.....	1
1. Aims and objectives.....	4
2. Responsibility for the coordination of SEN provision	5
3. Arrangements for coordinating SEN provision	5
4. Admission arrangements.....	5
5. Specialist SEN provision	6
6. Facilities for pupils with SEN.....	6
7. Allocation of resources for pupils with SEN	7
8. Identification of pupils needs.....	8
9. Access to the curriculum, information and associated services.....	11
10. Inclusion of pupils with SEN.....	11
11. Evaluating the success of provision.....	12
12. Complaints procedure	12
13. In service training (CPD)	12
14. Links to support services.....	12
15. Working in partnerships with parents	13
16. Links with other schools	13
17. Links with other agencies and voluntary organisations.....	14

BRINSLEY PRIMARY SCHOOL

MISSION STATEMENT

At Brinsley Primary and Nursery School, we promise you a caring community where everyone can be STARS. As a pupil, you will SHINE and work in our TEAM to ACHIEVE your full potential in an exciting, creative environment; which will inspire you to learn and grow. Through our values, we RESPECT and have empathy for each other- SMILING along the way!

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age nationally; or
- b) have a disability 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. An Education, Health and Care Plan Pathway are supporting these plans. You can view an animation describing this new pathway on Nottinghamshire's SEN Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEN Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an EHC Plan and those who do not have a plan, but still experience some form of special educational need. The SEN Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We aim to:

- Ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- Ensure that all children have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure that SEN pupils take as full a part as possible in all school activities
Ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- Ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** *This is most effectively done by gathering information from parents, education, and health and care services, Preschool Learning Alliance, other pre-school settings and external providers prior to the child's entry into the school.*
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** *Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.*
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** *This will be co-ordinated by the senior leadership team and the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.*
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** *This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.*
- **Work with and in support of outside agencies when the school alone cannot meet the pupils' needs.**
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** *This means a formal termly review between pupils and their teacher/teaching assistant/SENDCo and regular informal meetings about their progress/learning and successes and concerns. This will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also*

encouraged through wider opportunities for participation in school life. E.g membership of the School Council

2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN are:

- Mr Jason Osprey (Head Teacher)
- Lorraine Berry (Chair of Governors)
- Deb Shaw (SEN Governor).

The person co-ordinating the day to day provision of education for pupils with SENDCo: Mrs Emma Langon senco@brinsley.notts.sch.uk

3. Arrangements for coordinating SEN provision

The SENDCo will hold details of all SEN Support records such as group provision maps, behaviour plans, specific provision for individual children, year on year progress charts for each child and letters from external agencies e.g. medical/ speech and language, medical information, targets and reviews meeting minutes for individual pupils. Copies of current medical information, targets, review meeting minutes and records of interventions are also kept in class teachers SEN files for day to day use.

All staff can access:

- The Brinsley Primary School SEN Policy;
- A copy of the full SEND Register and SEND tracking document for this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with EHC Plans);
- Information on individual pupils' SEN, including action plans, targets set and copies of alternative records of targets set/outcome monitoring/ review information.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEN Local Offer

This information is made accessible to all staff in a clear summary version in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

Parent's will have access to their child's individual support records and an overview of the school' provision via the Local Offer and the annual SEN Information Report.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without.

Brinsley Primary School aims to meet the needs of any pupil whose parent/ carer wishes to register at this school, as long as a place is available and the admissions criteria is fulfilled. No pupil will be

refused admission solely on the grounds he/ she has SEN except where he/she is the subject of an EHC plan and the Local Authority has indicated that the provision required is incompatible with that available at the school.

For further information please refer to the Brinsley Primary and Nursery School Admissions Policy.

Smooth transition between key stages and between schools is important for all children. For children with SEN, this process will generally include additional advance planning in order to provide reassurance for parents/carers and children and to ensure that the needs of the child are understood so that appropriate provision is put in place.

For pupils joining this school, the following identification and planning processes will take place:

- The SENDCo will liaise with the SENDCo/member of staff from the previous school
- All pupils with SEN will be identified through discussion with staff at the previous setting during the year prior to transition where possible
- Parents will be involved at all stages and will be encouraged to contact the school directly and arrange an early meeting
- Where it is helpful, a member of staff from our school may attend a review meeting at the previous setting
- If the pupil is receiving additional support, the SENDCo will liaise with the setting and seek recommendations regarding the type of provision the pupil will require at the next key stage
- Additional visits will be arranged for pupils with SENDCo if required prior to admission.

For pupils moving from our school:

- The SENDCo will liaise with the SENDCo/member of staff from the receiving school
- The SENDCo at the receiving school will be invited to the final review meeting where appropriate and always for pupils with an EHC Plan
- The SENDCo and year 2 and year 6 class teachers will identify pupils who would benefit from additional visits and these will be arranged with the staff of the receiving school.

5. Specialist SEN provision

Under the new code of practice Brinsley Primary and Nursery School has the following on the current SEND register:

K – 19 children (12 with specific SALT support interventions)

M+ - 4 children

Therefore a total of 23 children are currently being monitored on the SEND register.

We have 7 teaching assistants who specialise and support in SEN provision and interventions.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

6. Facilities for pupils with SEN

Brinsley Primary School complies with all relevant accessibility requirements.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Funding

ASN (Additional School Needs): Responsibility for allocating school based funding ultimately lies with Head teacher in consultation with the SENDCo. Once identified, needs are met initially through additional support provided in or outside the classroom following discussions between the Head teacher, class teachers, parents/carers, the SENDCo, the pupil and any other relevant external agency.

AFN (Additional Family Needs): Where additional needs are identified, the family of schools operate a process of moderation across all schools using the funding available from the Local Authority. All SENDCos and the Family SENDCO within the family are involved in this process. This funding is in addition to the school based funding.

HLN: (Higher level Needs) Further funding as detailed above is provided where needed for complex needs by the LA.

Other funding:

Pupil premium: a grant is received for each child who is entitled to receive free school meals (FSM) or who has been entitled over the previous 6 years. Our school publishes information about how this is allocated to children with SEN and this information is available on our school website. This is used for 1:1 or group work.

Pupil premium plus: a grant for children who are looked after and includes children with residency or special guardianship. Again, for pupils with SEN in this category this will mainly be used for 1:1 activities.

Sport premium grant: this is available for all for sporting activities and will be used where appropriate for children with SEN to provide specific additional activities.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling **significantly** outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being monitored due to concern by parent or teacher but this does not place the child on the school's SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process that is usually requested by a parent, but can be requested by school if there are significant educational implications. This will occur where the complexity of need, or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an EHC Plan will generally be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

www.nottshelpyourself.org.uk

or by speaking to Integrated Children's Disability Team (ICDS) on: **0115 804 1275**

EHC Plans

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

The appropriateness of the school curriculum for children with SEN is reviewed regularly following discussions regarding progress and attainment.

The whole school SEN Provision Map is reviewed at least annually and amended as needs are identified. Group and individual interventions are reviewed regularly for effectiveness and adapted, changed or alternative interventions provided as required.

Consideration is given to:

- Keeping staff fully informed of the SEN of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom may involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head teacher and Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard Meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENDCo and information is gathered from different sources such as child and parent surveys. The outcomes of these evaluations will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. The Local Authority profile of SEN in our school is compared to schools locally and nationally and the outcomes of these are also used to influence decision making.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the SEN provision, care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENDCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and offer opportunities for training through the family twilight sessions. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development properties and these identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. This is a two-way process and all parties including parents/ carers will be kept fully involved. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher, who will share the information with the SENDCo and following discussions, will then inform the child's parents.

The following services and others will be involved as and when is necessary:

- SALT (Speech and Language Therapist)
- EPS (Educational Psychology Service)
- SFSS- (Schools and Family Specialist Support Services) including Cognition and Learning, Autism Team and the Communication and Interaction Team
- EYFSS (Early Years Family Specialist Support Services)
- PDSS (Physical Disability Specialist Service), including visual impairment teams
- CAMHS- (Children and Adolescent Mental Health Services)
- Emotional Health and Well-Being
- Health, including Dieticians and Specialist Nurses
- Bereavement Services
- Child Protection
- Social Care
- PSED Support Services (Personal, Social, Emotional Development Team)
- Family Support Workers
- Early Help Unit

15. Working in partnerships with parents

Brinsley Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively.

Our school has an open door policy for parents/ carers to make contact if they have a particular concern about their child and / or the provision being made for their child.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted where requested in relation to SEN matters.

16. Links with other schools

The school works closely with other schools within the Selston Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Please Refer back to Section Four.

17. Links with other agencies and voluntary organisations

Brinsley Primary and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCo is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

The family SENCo may be invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *Jason Osprey*
(Headteacher)

Signed _____ *Emma Langon*
(SENDCo)

Signed _____ *Deb Shaw*
(SEN Governor)

This policy will be reviewed annually.