

Briercliffe Primary School



SEND Policy

November 2024

Roles and Responsibilities

The person responsible for managing SEND provision (SENDCo) in school is Ruth McLoughlin who is a member of the senior leadership team.

Mrs McLoughlin can be contacted at:

r.mcloughlin@briercliffe.lancs.sch.uk or on 01282 459421

SEND Governor: Sarah Hartley

The Head Teacher and Governing Body

- Fulfil the statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs in accordance with the Code of Practice 2015.
- Ensure that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEND policy, information report and contribution to the local offer.
- Ms Sarah Hartley is the current Governor with responsibility for SEND. She has regular contact with the SENDCo and the Senior Leadership Team of the school to keep up-to-date with and monitor the school's SEND provision, and reports back termly to the full governing body.

The SENCO

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will be responsible for the following:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support in school
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- The SENDCO will lead INSET sessions for the school staff on specific SEND issues.

At Briercliffe Primary School, every teacher is a teacher of every child, including those with SEN.

The policy has been written with reference to statutory legislation and guidance:

- Children & Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- SEND Code of Practice 2015

Intent

Our guiding principle is one of inclusion; we value all the pupils in our school equally. We want to identify and break down possible barriers to learning to enable our children to reach their full potential. At Briercliffe Primary School all teachers are teachers of children with special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through their classroom organisation, teaching materials, teaching style and curriculum adaptation.

Aims

- Briercliffe Primary School aims to raise the aspirations of and expectations for all pupils with SEND.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs, across both the environment and curriculum.
- To provide a system for the early identification and continuing development of children with SEND.
- To keep the child at the centre of all we do, seeking and acknowledging their views
- To support all staff to develop their knowledge, understanding and confidence to enable children with SEND to achieve their full potential.
- Teachers provide adapted learning opportunities for all the children within the school and provide materials appropriate to children's needs. This ensures that all children have a full access to the school curriculum, in line with the Equality Act 2010.
- To work effectively with parents and carers and relevant outside agencies to fully meet the needs of children with SEND.
- To work within the guidance provided in the SEND code of Practice 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- We strive to make a clear distinction between "underachievement" and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will have special educational needs and this **may** lead to lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Mental and Emotional Health
 4. Sensory and/or Physical
- (SEN Code of Practice 2015)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, SATs, PIVATS and specialist teacher involvement and assessment are all used to identify children who may require additional intervention in order to achieve.

The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

At Briercliffe we identify the needs of our children by considering the needs of the whole child and not just the special educational need.

We consider what is NOT SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – *these alone do not constitute SEN*)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

The Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND register is kept by the SENDCo in consultation with class teachers.

A Graduated Response Approach to SEND

(see attached flow chart 'Identification of / Provision for SEND')

At Briercliffe high quality teaching (Wave 1), scaffolded for individual children, is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the SENDCo, class teacher, specialist teachers or therapists and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEND Support and is school based. This may include additional provision at Wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are group sessions with specific targets to help children to make progress - targets are used in both group

and class work

- Interventions will be assessed and monitored by the school leadership team
- Parents are informed when their child is in intervention groups and targets and progress are shared

Specified Individual support (Wave 3)

- Some pupils will follow 1-1 work; such as if the learner has an Education Health and Care Plan or if this has been recommended by specialist teachers or agencies
- Children with Social and Emotional and Mental health needs are supported by a member the learning mentor. For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:
 - Speech and Language Therapy Service
 - Occupational Therapy
 - LA Educational Psychology Service
 - ADYS – specialist teachers – Cognition and Learning and ASD
 - MSI VI and HI specialist teachers

Staff are trained regularly with regard to SEND and specific training is offered according to need. The School Nurse Team are available to train staff for any specific medical need. We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, MSI.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff. We review educational processes for all children in school termly.

Supporting Children and Families

Families can be directed towards the school's SEND report and Lancashire's Local Offer) in order to make decisions about next steps for children.

School's SEND report: <https://www.briercliffprimary.co.uk/special-educational-needs-and-disabilities/>

Lancashire's local offer: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with an Education, Health and Care Plan (EHCP) will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001. Building adaptations have taken place to achieve full access to pupils with physical disabilities. Further ramps have been provided around school and there is improved storage in a disabled toilet area. A lowered hatch has been built at the entrance to school. Transition between school placements and key stages is fully supported at Briercliffe.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adaptations to our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

Record keeping, monitoring and data management

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head or the SENDCO, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in the pupil's SEND file in a locked cabinet. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.

CPOMS is also used to keep SEND records and documents.

The SEND File will contain copies of the original documents; Provision Plans; minutes from meetings; assessment information; Education and Health Care Plans; Medical Care Plans. The SENDCO keeps this file.

The Class teachers/TAs keep a file for their key students including action plans; Provision Plans equipment and resources; adapted curriculum materials. This is not shared with the students.

The SEND register and assessment data is held electronically on the School's network which cannot be accessed by the students.

When information needs to be removed (e.g. removal from the SEND register, changes to circumstances), the school stores these confidentially until they are required for transfer to the next phase of education. These documents are transferred electronically.

Funding

At Briercliffe Primary School it is the responsibility of the Headteacher, SENDCO and governing body to use appropriate funding to meet the needs of the pupils within school. This is done through analysis of need and effective provision mapping to allow strategic use of funds available.

Funding for SEND support as outlined in the Code of Practice

6.95 All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

6.96 Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

6.97 It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENDCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

6.98 This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEND.

6.99 Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Working with external partners

The School follows the National Curriculum however there are a number of specialist provisions available for students who need additional support to access mainstream education. The school uses information from early years providers and parents alongside our own assessments to identify students with additional needs. Students may access support from a number of internal and external services. These include:

- The curriculum is adapted and tracked back to ensure progress in the acquisition of basic skills.
- The school is currently using visual communication aids.
- Literacy Intervention. IDL (Indirect Dyslexia Learning , Lexia
- Numeracy Intervention. IDL (Indirect Dyscalculia Learning)
- Speech and Language Intervention. The School works closely with the NHS SALT and staff from the Early Years have received training and programmes to deliver in school.
- The school has engaged the services of Specialist Teachers to work as a collaborative partner in school.

As well as a wide range of internal provision, the School has links with a number of outside agencies including:

- Behaviour Specialist from Lancashire provided support to the school, families, children and staff.
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services) Tel: 0300 123 6706 Monday to Friday 8am to 5pm. Email: information.lineteam@lancashire.gov.uk
See also <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>.
- East Lancashire Child and Adolescent Services (ELCAS)
- Health Care Professionals
- Social Care Professionals
- At Y6 transition, the SENDCo provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For pupils with EHC Plans, the SENDCo arranges a meeting with the SENDCO from the chosen secondary school, the class teacher from Briercliffe Primary School, the parents and the child during the summer term prior to transition.

This is not an exhaustive list as pupils will be referred as a need arises.

Pupils with medical conditions

- We recognise that pupils at school with medical conditions need to 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.
- Some children may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Children with a medical condition will be placed on a school medical register. In some circumstances children will need a care plan, written in conjunction with the school nurse, parents and SENDCo.
- Parents will complete a medical form if they require medicine to be administered to their child during school hours.

For further information see the schools Medical Policy

Emotional and Social – Pastoral Care

- Briercliffe Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

- We have a learning mentor who supports our pupils and their families. To support pupils and their families, the school liaises with relevant specialist agencies such as the Children and Family Well-Being Service, New Era, Calico, The Birchall Trust, ELCAS, mental health school support team, the school nurse, the Virtual School.
- In some cases, school or one of the other agencies initiate the Early Help process. With the agreement of parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. Multi agency meetings are held as required.

Bullying

- All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons and an annual visit from the Life Education Service.
- Children are encouraged to speak to members of staff on duty if they are worried during playtimes.
- Relevant information is shared among all staff (including welfare assistants) and they are made aware of vulnerable children. If appropriate, a key worker may be allocated to a specific child.
- E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.
- Any bullying incident is dealt with in accordance with the school's anti-bullying policy.

Child Protection

- In accordance with legislation, the school has a Designated Safeguarding Lead (DSL) and three deputy DSLs to deal with issues related to Child Protection and Safeguarding.
- All staff receive yearly safeguarding training and Prevent training.
- The school uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis.
- Staff are aware of the additional needs children with SEND may have that could mean they are more vulnerable to abuse and/or are less able to speak out if something isn't right.
- These vulnerabilities include:
 - having additional communication needs.
 - not understanding that what is happening to them is abuse.
 - needing intimate care or being isolated from others.
 - being dependent on adults for care.

Staff training

- SEND provisions are funded through higher needs block funding and pupil premium funding where appropriate.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These needs are identified through staff performance management/appraisals.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attends the termly SENDCO Network Meetings in order to keep up to date with local and national updates in SEND.

Requesting EHC needs assessment

If a child has lifelong or significant complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by the family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child is such that a multi-agency approach is needed.

Information from a variety of sources, including parents/carers, teachers, SENCOs, social care and health care professionals is combined to form an Education, Health and Care (EHC) Plan assessment. If it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC plan is provided. Parents have the right to appeal against the content of an EHC plan. Once the plan has been agreed it will be reviewed annually.

Parents/carers and the child are fully involved in every step of this graduated approach and the school meets with parents/carers three times a year to discuss progress in addition to the annual review where a child has an EHC plan. Parents/carers are also encouraged to contact the SENDCo at any time during the year where they have questions or concerns.

Further details regarding statutory assessment and EHCPs can be found on the Lancashire local offer www.lancashire.gov.uk/localoffer

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress towards their goals at least half termly.

Monitoring by the SENDCo

Holding annual reviews for pupils with EHC plans.

SENDCo regularly feedbacks to governors.

Support for improving emotional and social development

We provide support for pupils to improve their social and emotional development in the following ways:

Pupils with SEND are encouraged to be part of the school council.

Pupils with SEND are encouraged to take part in extra curricular activities.

We have a zero tolerance approach to bullying.

Complaints process

The Head, SENDCo and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the SENDCo or class teacher to outline the area of concern. Should this not resolve the matter, the next step is to arrange a meeting with the Head and SENDCo when the issues can be discussed and addressed.

Should this not resolve the matter and if there is still cause for complaint, it will be forwarded to the Chair of Governors and the correct procedures will take place in accordance with the School complaints procedure, the complaint being managed by the Head.

If parents are still not satisfied then they can request support from SENDIASS

- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services) Tel: 0300 123 6706 Monday to Friday 8am to 5pm. Email: information.lineteam@lancashire.gov.uk

See also <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

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