



# SEND Policy



## PRINCIPLES AND OBJECTIVES

- The school aims to provide effective learning opportunities for all its pupils.
- The SEND policy objectives are for all staff to be aware of pupil differing interests, experiences and abilities.
- A small number of pupils in mainstream education experience difficulties which cannot be met by existing provision and require additional intervention and support.
- Bramshall Meadows First School adheres to the Code of Practice and this is reflected throughout this policy.

**SENDCO AND THE ROLE SENDCO:** Mrs A Cairns

**SEND Governor:** Mrs K Bowles

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) carries out all duties on a part time basis and supports pupils throughout the school. The SENDCo works closely with the inclusion support staff, who are employed to work individually with pupils. Regular meetings are held to discuss issues, targets and progress. The SENDCo liaises directly with the Headteacher to identify areas of SEND that need developing throughout the school.

## MANAGEMENT

- Regular meetings are held between the Headteacher, SEND Governor and SENDCo to transfer and share information in respect of pupil progress.
- Target setting is used to demonstrate termly progress.
- A team of inclusion support staff are deployed to work with individual or groups of pupils. This is overseen by the SENDCo.

## ADMISSIONS

- The school is fully inclusive and makes every reasonable effort to meet individual pupil needs.
- The school promotes Dyslexia Friendly teaching methods throughout the school.<sup>1</sup>
- The school welcomes all pupils regardless of disability or special educational need.

## SPECIALIST AREAS

- The school has had significant training and experience of pupils with Autistic Spectrum Disorders. Additional support is provided by Autism Outreach Team (AOT).
- The school does not have a special unit attached but has designated areas within each classroom that supports nurture and emotional development.
- All areas of the building are accessible to disabled pupils, with ramps to higher levels, widened entrances and disabled toilet facilities.
- Bramshall Meadows has access across the Uttoxeter Learning Trust to trained staff who are able to offer an emotional and social needs listening service known as the HOPE programme or and Emotional Literact Support Assistant (ELSA).

## RESOURCES

- The school deploys staff in areas where there is a specific need e.g. 1:1 support for pupils with Education Health Care Plans or who are in receipt of 'Additional Educational Needs' funding.
- The SEND department has a variety of modern, quality resources that are available for use throughout the school. These are frequently updated and help to promote sensory, gross and fine motor skill development.

- All staff have access to a range of specialised resources to help in areas of writing, reading, maths and comprehension. This also extends to social and emotional wellbeing.

### **IDENTIFICATION, ASSESSMENT AND REVIEW**

- The school is dedicated to ensure the early identification of pupils with SEND. Assessment of these pupils will be carried out by the SENDCo who will then refer to external agencies e.g. SENSS, Early Years forum, SALT, Harvey Girls, school nurse.
- The SENDCo will monitor the progress of all SEND pupils through the use of 'Individual Pupil Passports.' These contain SMART targets designed around the child's specific needs.
- All staff will ensure that the targets are being met and provide opportunities and support within the classroom to help to achieve this.
- Pupil Passports will be regularly reviewed and updated focussing on the target or area of need. Parents will be involved in this review process.
- The school follows the Code of Practice staged procedure:
  - Early Initial Concern
  - Special Education Need Action
  - Education Health Care Plan

### **CURRICULUM**

- All pupils have access to a differentiated curriculum.
- Pupils with SEND will be given targets within the curriculum and additional intervention will be provided to boost their learning.
- Pupils may be withdrawn as part of a group or individually during some lessons.
- Pupils will always experience the curriculum along with their peer group but at a differentiated level.
- Provision mapping is used to monitor the effectiveness of interventions and the progress of individual pupils. Precision teaching may be carried out on specific areas where support is needed.

### **INTEGRATION**

- The school supports full pupil integration irrespective of gender, race or socioeconomic background.
- As a school we are supported by the Minority Ethnic Service and Harvey Girls.
- We have access to both Cultural and Linguistic Mediators and Specialist Support Teachers.
- The school supports 'Looked After Children' (LAC), travellers and pupils who may have temporary placements in care.
- The curriculum is balanced and accessible irrespective of gender, race or socioeconomic background. The building provides schooling for mixed race/gender classes.
- A communal hall provides opportunity for whole school gatherings.
- Pupils with an Education Health Care Plan are given the opportunity to integrate with other pupils e.g. in the classroom, during assemblies, school visits, sports day. They are neither segregated nor discriminated because of their different needs.

### **COMPLAINTS**

- The school has a defined complaints procedure.
- For SEND complaints the line management follows, Class Teacher, SENDCo, Headteacher, SEND Governor, Chair of Governors.
- Parents of SEND pupils also have the support of the SEND Support Service, who provide impartial advice and support during the complaint procedure.

## **STAFF DEVELOPMENT**

- All staff have access to regular SEND training and are expected to participate as part of their CPD.
- Experience and skills are transferred between local school expertise and good practice are shared as part of CPD.
- The performance management of all inclusion support staff includes targets for developing SEND provision and experience of working with pupils with different needs.

## **EXTERNAL SUPPORT**

- The school is supported by various external agencies who provide the identification and assessment of pupils with SEND:-
- SENIS (Special Educational Needs Inclusion Service)
- Educational Psychology Service
- Community Paediatrics School Nursing Team
- Social Services
- Speech and Language Therapy Service
- Primary Healthcare (Community Paediatrician/School Nurse)
- Autism Outreach Team
- Education Welfare Officer
- Childhood and Mental Health Service (CAMHS)
- Occupational Therapy / Physiotherapy Services
- Ethnic Minority Team MEAS
- Hearing Impairment Team3
- Harvey Girls
- Hope Project (Helping Our Pupils Emotions)

## **PARENTS**

- The school appreciates the important role of parents and recognises that their knowledge of their own children is invaluable.
- Parents are actively involved at all stages of identification and review. Their comments are used to inform and maintain progress.
- Parents are encouraged to contribute and support their child's education.
- Parents are kept informed about their child's progress and are involved in the target setting procedure.
- Outside support is provided by the Special Educational Needs Support Service. They offer impartial advice and guidance.
- The SEND Information Report provides comprehensive information for parents about SEND provision offered in school.

## **TRANSITION**

- The school maintains a list of pupils identified as having a Special Need or Disability.
- The SENDCo ensures the smooth transition of information between year groups.
- The SENDCo liaises with the Middle schools providing reports for all pupils with SEND Additional visits for pupils and transition meetings for parents are arranged with the Middle schools in the Summer Term.

## **SELF-EVALUATION**

- All pupils are given the opportunity to self-evaluate their needs. They are included at each stage of the SEND procedure and are actively involved in personal target setting and attainment.
- The school addresses the needs of high achievers and more-able pupils separately and is covered by the Gifted and Talented Policy.
- The school recognises that some pupils may have dual exceptionality whereby they may have an area of difficulty and an area in which they are more-able.