SEND Policy

The SEND policy objectives are for all staff to be aware of pupil differing interests, experiences and abilities.

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This policy was approved as follows:			
Approver:	**LAC**	**Date:**	**Aut 26**
Owner:	BMFS	**Version:**	1.0
LAC adoption date:	Aut 26	**Review frequency:**	Annual
Status:	Active	**Next review date:**	Aut 27

This policy applies to all School Academy staff, pupils and parents.

SEND at Bramshall Meadows First School

Principles and Aims

- 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 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.

Legal Framework and Statutory Duties

Bramshall Meadows First School implements its duties under the Children and Families Act 2014 and the SEND Code of Practice 2015 (and any subsequent statutory guidance).

The school will:

- Use the graduated approach (Assess, Plan, Do, Review) for all pupils with SEND.
- Cooperate with the local authority in matters relating to EHC needs assessments and plans.
- Make reasonable adjustments for disabled pupils under the Equality Act 2010
- Provide information to parents about the local SEND offer and the school's SEND Information Report, which is published on the school website.

The Role of the SENDCo

SENDCo: Mr T Burrows

Assistant SENDCo: Mrs K Murray

SEND Governor: Mr J Lambert

The SENDCo will:

- Be responsible for the day-to-day implementation of the SEND policy
- Lead the graduated approach and maintain the SEND register
- Coordinate assessments, ILPs and reviews and ensure parental involvement
- Ensure high-quality liaison with external agencies and the trust SEND School Improvement Partner.
- Monitor the impact of interventions and update the provision map
- Provide targeted CPD for staff and coaching to support teaching assistants.
- Report to the governors and trust on SEND performance, including analysis of outcomes, attendance, behaviour and suspensions for pupils with SEND.

Admissions

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

Resources

The school deploys staff in areas where there is a specific need e.g. 1:1/group 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 skills alongside cognition and learning needs.

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.

Bramshall Meadows has 'The Cocoon' that is available for any child who needs time out of the classroom for short periods of time to support regulation. Specific pupil interventions or programmes can also be delivered in the room.

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 can then refer to external agencies including SENSS, Early Years forum, speech and language therapists, Malachi, school nurse, occupational therapists, local paediatric team etc.
- The SENDCo will monitor the progress of all SEND pupils through the use of 'Individual Learning Plans.' 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.
- ILPs will be regularly reviewed and updated, these will be discussed with parents during parents evening.
- ILPs will:
    - Involve parents and pupils
    - Contain 2-3 SMART, short term targets with time-bound review dates
    - Specify classroom strategies, adult support, interventions and success criteria
    - Link to whole-school assessment data and individual progress measures.
    - Reviews will take place at least termly, but more frequently where needs dictates.
- Provision maps will record the interventions, start/end dates, staff delivering, intended outcomes and measured impact.
- Children may also be added to a class monitoring form to track progress and behaviour closely, this will then help to create a profile of need which will inform SMART targets if an ILP is required.
- For pupils with an EHC plan, the school will:
    - Ensure the named outcomes in the EHC plan are reflected in ILPs and day-to-day provision.

- Hold annual reviews chaired by the SENDCo (or external chair) with multi-agency participation and a clear record of outcomes.
- Submit evidence and contributions to local authority reviews and reassessments
- Ensure transition arrangements are in place between year groups and on transfer to middle schools.

Definition of SEND and Categories of Need

We use the four broad areas of need as set out in the SEND Code of Practice:

1) Communication and Interaction (e.g., speech, language, autism)
2) Cognition and Learning (e.g., learning difficulties, dyslexia)
3) Social, Emotional and Mental Health (SEMH)
4) Sensory and/or Physical (e.g., visual/hearing impairment)

Identification methods include baseline assessments, class assessments, observations and screening tools (e.g., Little Wandle Phonics checks), adult and parent concerns and external advice. A child may be placed on the school SEND register or class monitoring depending on level of need.

Curriculum

- All pupils have access to a broad and balanced curriculum that is adapted where appropriate.
- 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 experience the curriculum along with their peer group but at an adapted 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.
- Children with EHCPs will have a tailored curriculum ensuring the outcomes identified in their plan are being addressed and supported throughout the day.

Inclusion

- The school supports full pupil integration irrespective of gender, race or socio-economic background. As a school we are supported by the Minority Ethnic Service and Malachi.
- 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 socio-economic background.
- 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 etc. They are neither segregated nor discriminated because of their different needs.

Behaviour and SEMH

We adopt a whole-school graduated approach to SEMH, prioritising early preventative strategies and a tiered model of support:

- Universal: restorative classroom practice and social-emotional curriculum
- Targeted: Small-group interventions, mentoring and nurture programmes
- Specialist: multi-agency involvement, positive behaviour plans, short term individualised timetables.
- Exclusions and suspensions are used only as a last resort. For pupils with known SEND, we will consider alternative strategies first and ensure any decision to suspend is in line with the Department for Education guidance and includes reasonable adjustments, risk assessments and plans for reintegration.

Accessibility and Reasonable Adjustments

The school will make reasonable adjustments to the curriculum, environment and resources to ensure pupils with disabilities or SEND can access learning. This includes differentiated planning, adapted resources, assistive technology, and adjustments to assessments where appropriate. The Accessibility Plan (published separately) sets out longer-term actions.

Complaints

The school has a defined complaints procedure, see school website. 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 (EP)
- Community Paediatrics
- School Nursing Team
- Social Services
- Early/Family Help Team
- Speech and Language Therapy Service (SALT)
- Primary Healthcare (Community Paediatrician/School Nurse)
- Autism Inclusion Team (AIT)
- Education Welfare Officer (EWO)
- Childhood and Mental Health Service (CAMHS)
- Occupational Therapy / Physiotherapy Services
- Ethnic Minority Team (MEAS)
- Hearing Impairment/ Visual Impairment Team
- Malachi (local support team)
- 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 school SEND information report provides comprehensive information for parents about SEND provision offered in school. This report covers:
    - How we identify and assess SEND
    - How we consult and involve parents and pupils
    - Details of support, intervention and provision mapping
    - Complaints procedure specific to SEND
    - How to contact the SENDCo

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.
- The school works alongside the Trust School Improvement Partner for SEND, Mr C Gliddon to monitor the effectiveness of SEND provision within the school.