



Bricklehurst Manor School

Special Educational Needs and Disability Policy

This policy is made available to parents and is readily accessible upon request from the school office.

The content of this policy applies to all members of Bricklehurst Manor School, including the Early Years.

Principles

All children at Bricklehurst Manor School are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Some pupils may have significantly greater difficulty in making this progress than the majority of children of their age, be it for a learning difficulty or a physical disability. We shall give these pupils individual consideration and make special provision for them, working in partnership with others as necessary.

Participation

Everyone in the school has a positive and active part to play in achieving this aim:

Staff

By acting on the principle that every member of staff is directly responsible for meeting the needs of all children, by working in partnership with the SENCO/Head Teacher, child, parents and other outside professionals and by participating in appropriate training.

Children

By having their views about their own needs sought regularly, by having these views taken into account and by everyone treating their peers with respect and seriousness.

Parents

Through consultation and by working with the school to help meet their child's needs. The school will explain the purpose of any intervention or programme of action and the need to support that action at home.

The approach recommended by the new Code of Practice (*Special Educational Needs and Disability Code of Practice: 0 to 25 – January 2015*) is fully taken account of. When a child is identified as having additional needs, the school will intervene as is explained in this policy.

Definition of Special Educational Needs

A child has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to children of the same age. Additionally, support may be necessary if a child has a disability that prevents or hinders them from making use of the educational facilities provided for our pupils.

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. Provision for children with English as an Additional Language will be assessed and responded to on an individual basis. (See Appendix i).

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported so that they may play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs; their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Accountability

Provision for children with special educational needs is a matter for the school as a whole. In addition to the school's Head Teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs

Provision

The school has adopted an 'Assess, Plan, Do, Review' approach to reflect the advice in the *Special Educational Needs and Disability Code of Practice: 0 to 25 – January 2014*.

Assess

The school will assess each child's current levels of attainment on entry to the new school year, in order to ensure that they build upon the pattern of learning and experience already established. During a child's pre-school years, if the child

already has an identified special educational need, this information may be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

In order to help children who have special educational needs, either established or newly identified, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. This information is compiled if we apply for a 0-25 Education, Health and Care plan, for those children with more complex needs.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs (see EAL notes)

Plan

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.

This may include:

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.

Do

An expectation of quality first teaching in classes is in place to support development, and additional support identified on a provision map, as well as work towards completing IEPs is undertaken.

Review

At the end of the period, the IEP is reviewed with quantitative data wherever possible and new targets, if necessary are set. This is in discussion with the parents and the child wherever possible.

Identification

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. A particular child may well be discussed during a staff meeting and a watching brief initiated.

The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but
- less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to, from those provided as part of the school's usual differentiated curriculum. The triggers for intervention through be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities;

- 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 literacy or mathematics skills which
- result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not
- ameliorated by the behaviour 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

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least

twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets. Please see Appendix iii for a timetable.

Requesting Support from Other Professionals

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP if it is felt that the child has not made sufficient progress under the existing measures that have been put into place.

External support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for this will be that, despite receiving individualised support under School Action, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks 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.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Request for an Education, Health and Care Needs assessment

In line with *Section 36 of the Children and Families Act 2014*, the school or the parent of the child may request the local authority to carry out an Education, Health and Care Needs assessment when the child has demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics

- educational and other assessments, for example from an advisory specialist
- support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health or social services.

The time line for this process is available in Appendix ii. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health and Care Plan (EHCP). An EHCP needs will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- the special educational provision necessary to meet the pupil's special educational needs
- the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information on non-educational provision

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher. Further guidance is available in Section 9 of the *Special Educational Needs and Disability Code of Practice: 0 to 25 – January 2014*.

Roles and Responsibilities

The Head Teacher has overall responsibility for:

- the day to day management of all aspects of the school's work, including provision for children with SEN
- working closely with the school's SENCO
- ensuring that all those likely to teach a child with SEN are fully aware of the child's needs
- overseeing the records kept by class teachers on all children with SEN
- liaising with external agencies
- liaising with parents

The SENCO has responsibility for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers, including the SEN team
- discussing strategies with classroom assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies

The SEN team has responsibility for:

- refreshing resources in the SEN room on how to differentiate teaching for children with additional needs.
- providing advice to fellow teachers on how to support children with SEN.

The Class Teacher has responsibility for:

- collecting and reviewing entry information about the children
- identifying that a child may have a special need and discussing this with the SENCO
- planning what the child should learn, with work differentiated according to their need.
- assessing and recording whether learning has occurred
- working with the SEN specialists, as necessary, to inform the IEP that they will create.
- Liaising with SEN specialists who also teach children in their class.

The SEN Specialists will:

- Thoroughly assess children proposed by the SENCO / Head Teacher for intervention.
- Write IEPs for the child/ren in discussion with the class teacher, parents and the child/ren.
- Plan and deliver intervention lessons accordingly.
- Review progress and feedback to the SENCO

All Teachers and Assistants will:

- be encouraged to be involved in the development of the Special Needs Policy
- will be aware of the school's procedures for identifying, assessing and making provision for children with SEN.

Summary of overall aims:

- to identify at the earliest opportunity any child who may have SEN
- to support the child in class via differentiation
- to refer the pupil to the SEN co-ordinator and from there a specialist referral if necessary
- to plan and implement Individual Education Plans via all parties concerned
- to review IEP regularly
- to fully involve parents in all stages and offer helpful advice
- to fully involve the child

Review

This policy was updated and amended in July 2018 by Mrs Christine Flowers. It will be reviewed in September 2018 in consultation with the staff of Bricklehurst Manor School to take account of any changes to the existing Code of Practice. The policy review will be undertaken by the Principal, Mrs Christine Flowers, or a nominated representative.

Providing for the needs of pupils with English as an Additional Language

Our aims are;

- to ensure that all staff can identify and respond to the needs of pupils for whom English is an additional language.
- to support EAL learners effectively to access the National Curriculum.

A whole school approach is encouraged and promoted in terms of ethos, the curriculum and education against racism.

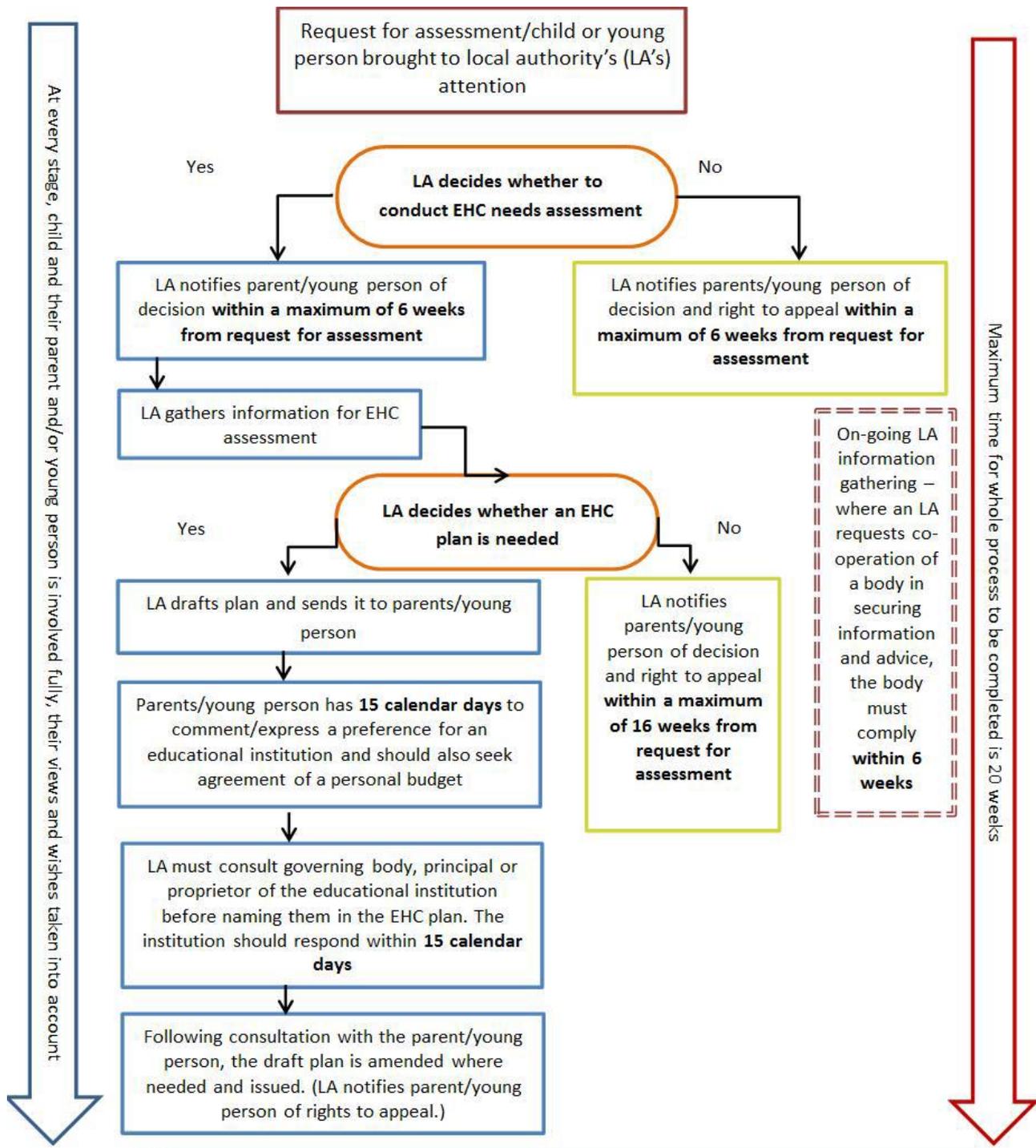
On entry to the school, the Head Teacher, SENCO, form teacher and parents would meet to discuss the induction of the EAL pupil with regard to appropriate strategies and resources. These would cover ways to:

- facilitate communication between the home and school
- carry out a first language assessment where necessary
- assist in the production of bi-lingual key word lists and other relevant material
- to support EAL pupils with their end of key stage tests

Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of EAL learners are not identical neither are they mutually exclusive. Care should be taken to ensure that assessment is not culturally biased against pupils from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups.

All pupils have curriculum learning needs; EAL learners also have language learning needs. Language is best learned in a meaningful context – the mainstream classroom. Knowledge and understanding of other cultures can be enhanced for indigenous pupils by drawing on the experiences of EAL learners and integrating it into the curriculum.

It is evident that the progress of EAL learners is significantly influenced by school ethos and by teacher attitude and expectation. It is therefore important that the school values and celebrates cultural and linguistic diversity.



Appendix iii

Special Educational Needs
Individual Education Plans Termly Cycle

Week 1

Compile assessments from previous term
Initial assessments to be carried out as needed
Provision Maps to be written

Week 2

IEPs to be started by SEN Specialists
Begin support

Week 3

IEPs to be completed by Class Teachers
and handed to Head Teacher.
IEPs to be sent to parents.

Week 4

Head Teacher, SENCo, SEN team
and SEN Specialists to meet

Week 5

Week 6

Week 7

Week 8

Week 9

Head Teacher (CF), SENCo (KE) and
SEN Specialists (CC/PC) to meet

Week 10

Week 11

Week 12

Asses and review
IEPs to be reviewed.
Class Teachers to meet with Head Teacher and
SENCo in Pupil Progress Meetings to discuss if additional support is needed.

Assessment and review to be undertaken throughout the term. Class Teachers may talk to SENCo and SEN Specialists at any point to discuss if they feel more support is needed.

