



Part of The **co-operative**
primary academy of Leeds

Brownhill Primary Academy

SEN Policy

Rationale

We are committed to ensuring that all children receive high quality teaching make good progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best they can. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

Aim

To ensure that all our pupils achieve and are successful at school.

To provide an environment that encourages co-operation and understanding as well as fostering ambition and excitement for learning.

What is SEN?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four broad areas of need:

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Many children and young people span more than one category and these should only be used as a rough guide.

Children do not necessarily have SEN if:

- They have English as an additional language
- Are a looked after child
- Are entitled to pupil premium
- Have difficulties with attendance.

Identifying SEN

We recognise the importance of identifying pupils as soon as possible who might have SEN.

We:

- Assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in immediately
- Consult with parents about their view of their child's progress
- Make half-termly assessments and progress meetings – these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.

'Less than expected progress' includes where:

- Progress is significantly slower than that of other children starting from the same point
- It is less than their previous rate of progress
- The attainment gap is not closing between the child and his/her peers (the gap may even be widening).

Our graduated approach

As soon as we have concerns about a child's progress we begin to apply our graduated approach. This includes:

First response

At this stage we focus on high-quality teaching targeted at the pupil's area of weakness. Discussion in our progress group will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met.

Teachers are responsible through quality first teaching for the progress and development of pupils in their class.

Targeted support

If a pupil continues to be a cause for concern and the issues raised at progress meetings are not resolved then a specific referral is made to the SENCo.

There will be a meeting between the SENCo and class teacher/subject teacher to identify what this support might include. Examples are:

- Support in focus groups within the classroom by an experienced teacher/teaching assistant
- An intervention programme that targets particular skills such as literacy or numeracy.

Additional targets and desired outcomes will be set and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is recorded on a pupil profile.

At this point we liaise with parents about the additional support being provided and ask for their views on why the pupil is not making expected progress.

Where a pupil's behaviour is giving us concern we will consider carefully if there are other underlying difficulties that might be the cause.

We will consider any other barriers to learning that the pupil might be experiencing such as:

- Difficulties with communication
- Mental health issues
- Housing, family or other domestic circumstances
- Any particular incident or series of events such as bullying or bereavement.

Where it is decided that the pupil has SEN we:

- Record this in the school records
- Ensure that the parent is informed
- Make arrangements for SEN support.

SEN support

This is a four-part cycle of assess, plan, do and review.

Assess

At this point we assess pupils' needs using:

- Teacher assessment and observations
- Data analysis comparing the pupil with peers and nationally
- The views of parents
- The views of the pupil
- Advice from external support where this is relevant.

Plan

Following the assessment it is agreed between the teacher, SENCo, pupil and parent:

- The interventions and support to be put into place within an agreed time frame
- The teaching strategies to be used
- What the expected impact is and what the anticipated outcomes are
- When the plan will be reviewed.

We call this the school-based plan. It builds upon the pupil profile started as part of the targeted support stage. It is kept on record and shared with other teachers and support staff as needed.

External support is involved where necessary.

Do

The class or subject teacher takes the lead on implementing the plan with the support of additional staff who deliver small-group and one-to-one to support as needed.

Review

The effectiveness of the plan is reviewed. This includes the impact of support and interventions. This is shared with parents. Review meetings usually take place termly. However, on occasions more regular meetings are built in, for example at the beginning of trialling a new strategy.

A further assessment might be carried out if we believe that there is a specific need to address.

Specialist services

Specialist services that we involve in supporting our children with SEN include:

School nurse

STAR autism support

Guidance and Support

CAHMS – Child and adolescent Mental Health service

Educational Psychologist

Complex needs –SEN and inclusion team

Chatterbug private Speech and Language therapists

NHS Speech and language therapists

Occupational therapist

The SENCo is responsible for monitoring the use of specialist support and the effectiveness of intervention programmes selected.

Education, health and care needs assessment

If the pupil continues to make less than expected progress then the SENCo will discuss the possibility of requesting an EHC needs assessment from the local authority.

Supporting pupils and families

The SEND Code of Practice 2014 emphasises the importance of parent/carer involvement and pupil involvement throughout the SEN process.

The local authority Local Offer

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx> provides more information about the services that are available across the authority and the information and advice independent of the school that parents can access.

This has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEN.

The school supports its families through:

- Early involvement through the teacher as concerns emerge
- Involvement in the assess, plan, do and review cycle
- Parent consultation meetings.
- Discussion with parents about targets and 'next steps' on a termly basis.

Managing medical conditions

Some of our children require medication to be administered during the school day. We have a medical conditions policy which outlines our procedures for doing this.

We recognise our duty under the Children and Families Act and liaise closely with our school nurse to ensure that we comply.

Some children have their own healthcare plan which is drawn up with the school nurse and the involvement of parents.

Transfer

For pupils transferring to another setting, the SENCo is responsible for making sure that all records regarding SEN are transferred as soon as possible.

Many strategies are in place to enable all pupil's transition to be as smooth as possible. These include;

Discussion between the previous or receiving school prior to the pupil joining/leaving.

Most pupils attend a transition session where they spend some time with their new teacher in their new school.

Additional visits may be arranged for pupils who need extra time in their new setting.

Secondary school staff may visit pupils prior to them joining the school in the Primary School setting.

Mrs Kennedy (SENCo) and class teachers will liaise with the SENCos from the secondary schools to pass on information regarding SEN pupils.

Where children have more specialised needs a separate meeting may be arranged with Mrs Kennedy and the secondary school SENCo, the parent/carer and where appropriate the pupil.

The curriculum

Brownhill Primary Academy is committed to providing a rich, broad and balanced curriculum that meets the needs of all children. Class teachers differentiate their lessons to enable all children to access the curriculum at an appropriate yet challenging level. Teachers are trained to select and use resources to support children and foster independence.

Teachers may use class groupings, different resources, adult support, peer support and other teaching strategies to support all children during lessons. If you feel you need further information about how children are supported in class then please approach your class teacher who will be able to give you specific details.

Tracking progress

Throughout the pupil's time in our setting we continue to ensure that close monitoring of their progress takes place through:

- careful tracking
- discussion during progress meetings of individual pupil performance

During the tracking of pupil progress, we check that pupils:

- are making the level of progress expected
- are being set challenging targets
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the SENCo:

- keeps accurate records of the levels pupils are attaining
- is involved in discussions with teachers
- maps the provision and support available for pupils within targeted support and SEN support categories
- tracks the progress of individual pupils over the year.

Monitoring and evaluation of SEN

The effectiveness of our SEN provision is monitored and evaluated by:

- analysis of individual tracking information
- analysis of trends of pupil groups against national and local authority averages
- before and after surveys and assessment following the use of an intervention programme
- observations of teaching and support

This is collated at the end of the year to provide information for governors to compile their SEN information report.

Information from this evaluation is used to inform the school development plan and policy review. We review our SEN policy annually.

Training and resources

Brownhill Primary Academy is committed to the continuous professional development of all staff. All members of staff who support children in the classroom and at break/lunch times are fully trained to meet the needs of the children they care for.

Where a learning need is identified that requires specific support staff will receive appropriate training.

Resources to support children with SEN are mostly kept in classrooms. However, the SENCo does have some specialist equipment. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. These will be brought to the senior leadership team meetings for consideration.

Roles and responsibilities

Our SENCo is:

Emma Kennedy

Our SEN governor is:

Jacqui Emmet

Our designated person for safeguarding is:

Beverley Blanchfield

Our designated person for looked-after children is:

Joanna Summers

Accessibility

The school is fully accessible on one level and has appropriate access and disabled toilets.

Should children require additional equipment to fully access the facilities then school will work with specialists and other professionals to ensure that this need is met and is outlined in an additional needs plan.

Brownhill is an inclusive school and full participation in activities and educational visits for all pupils is a priority. All school trips are thoroughly risk assessed by staff and measures put in place to ensure the safety of all pupils and adults.

Complaints

If there is a complaint about SEN provision:

1. Discuss any concerns with the class teacher/subject teacher.
2. Discuss any concerns with the SENCo (meeting to be arranged by the school office).
3. Ask for a meeting with both the Head teacher and SENCo (meeting to be arranged by the school office).
4. A letter of concern may be sent to the Chair of the governing body or to the SEN Governors for the attention of the Chair.

More information

For more information please read

SEN information report:

Anti-bullying policy:

Equal opportunities policy:

Teaching and learning policy:

Behaviour policy:

Medical conditions policy:

Admissions arrangements: