

# **Braishfield Primary School**

## **Special Educational Needs and Disability (SEND) Policy**

**Reviewed by Governors on 21<sup>st</sup> October 2024**

**Next review date: November 2025**





# BRAISHFIELD PRIMARY SCHOOL

## OUR PURPOSE, VISION AND VALUES

### OUR MISSION

- *To inspire each child to develop a love of learning for life*
- *To grow children with the ambition to be the best that they can be*

### OUR VISION

*We want to continue to be recognised as an excellent school which:*

- *Provides a rich, purposeful curriculum, which all children can access in a stimulating learning environment*
- *Encourages high expectations for our children so that they fulfil their true potential*
- *Fosters a warm, welcoming and safe community in which every individual feels valued and understood*
- *Equips children with the life skills to play a positive and active role in the future society which they will create*

## **Braishfield Primary School SEND Policy November 2024**

### **Purpose of the SEND policy**

The purpose of Braishfield's Special Educational Needs and Disabilities (SEND) Policy is to set out how our school will support and make provision for children with special educational needs and disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for children with SEND.

### **Inclusion**

Braishfield Primary School ensures all children are welcomed whatever their abilities and needs and the school is committed to ensuring all children successfully reach their potential. At our school, all children are fully integrated within the school and have opportunities to participate in all activities within and beyond the school, such as after school clubs, educational visits and residential trips. No child is excluded from taking part in these activities because of their SEND. All children have access to a broad, balanced and relevant curriculum through high-quality teaching which is differentiated to meet individual needs. We work closely with parents, previous schools/nurseries and the Local Authority SEND Team to ensure that the needs of children with SEND can be met. The school's accessibility plan can be found here:

<https://www.braishfield.hants.sch.uk/accessibility/>



### **Legislation and guidance**

This policy is based on the statutory Special Educational Needs and Disability Code of Practice: 0 – 25 years (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

The school's approach to SEND, through high quality teaching and communication with parents, is monitored by Hampshire's SEND advisors and OFSTED.

### **Admission Arrangements**

We welcome any child, regardless of SEND, within the scope of the school's Admission Policy as far as restraints of staffing, building and resources apply. The school will work in accordance with the legislation and guidance listed above.

### **Definition of SEND**

Our school uses the definition of special educational needs and disabilities (SEND) from 'The Special Educational Needs and Disability Code of Practice: 0 -25 years' (2014) which defines a child as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child 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,
- or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

(DoE, Code of Practice, 15-16)

There are four broad areas of SEND: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs.

For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or

young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.



## **Key Roles and Responsibilities**

### **The Head Teacher:**

The Head Teacher is **Mrs Natalie Aildred**. The Head has overall responsibility for provision, progress and attainment of all children with SEND at the school. He liaises with the SENDCo and the SEND Governor to ensure the strategic development of the provision for children with SEND in the school. The Head Teacher is also The Designated Safeguarding Lead (DSL) and, along with the Deputy Designated Safeguarding Lead (DDSL) Mrs Melanie Doherty, has specific responsibility for safeguarding children.

### **Governors:**

The governing body will have regard to 'The Special Educational Needs and Disabilities Code of Practice: 0-25 Years' when carrying out its duties towards all pupils with SEND. They must do their best to secure that the necessary provision is made for any pupil who has a special educational need or disability. The SEND Governor is **Evelyn Lallo**.

The SEND Governor's responsibilities include:

- Raising awareness of SEND issues at Governing Board Meetings and updating the governing board on SEND provision.
- Monitoring the SEND policy implementation and the quality and effectiveness of SEND provision within the school
- Liaising between the SENDCo, Head Teacher and the Governing Body to ensure the strategic development of the SEND provision.

### **Special Educational Needs and Disabilities Co-ordinator (SENDCo):**

The SENDCo at Braishfield Primary School is **Miss Rhiannon John**. The SENDCo holds the National SENDCo Accreditation award and is allocated half a day per week to manage provision for children with SEND.

Responsibilities include:

- Working with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Providing professional guidance to colleagues and advising on the graduated approach to provide support for children with SEND
- Co-ordinating specific provision to support all children with SEND, including those with EHC plans and ensuring records of all pupils with SEND are kept up-to-date.



- Advising on the deployment of the school's delegated SEND budget and other resources to meet the need of pupils with SEND effectively
- Working with the Head Teacher and SEND Governor to ensure the strategic development of the provision for children with SEND in the school, including updating the SEND Policy and SEND Information Report
- Being the point of contact for external agencies such as educational psychologists, speech therapists, physiotherapists, occupational therapists and support services such as EMTAS, Primary Behaviour Services and Children's Services
- Liaising with other education providers to ensure all transition arrangements, across Key Stages including from Nursery Education and to KS3, meet the needs of children with SEND with regard to reasonable adjustments and access arrangements.

### **Teaching Staff:**

All teaching staff at Braishfield Primary School are responsible for knowing which children have SEND and understanding each child's specific needs. Teachers are aware of the importance of identifying and providing for children who have special educational needs and are responsible for each individual child's learning. If a parent has a concern about their child's development, or would like more information, they should contact the school office to arrange a meeting with their child's class teacher. They may then be referred to the SENDCo or Head Teacher for further advice and guidance about specific needs.

### **Identification and Assessment of SEND**

Early identification of SEND is important in order for the needs of the child to be met. Children are identified as having SEND through a combination of approaches such as:

- liaison with previous schools or external agencies
- monitoring of the academic performance and progress of the child
- monitoring of the development and behaviour of the child
- views of the parent/carer and the child.

Teachers make regular assessments of academic attainment and progress for all pupils. Before a child starts at our school, meetings are held between teachers, parents and pre-schools to identify children with SEND. When the child begins school in Year R (Reception), the Reception Baseline Assessment Framework is used to assess each child and in Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6) attainment and progress is carefully tracked against national Age Related Expectations (AREs). High quality teaching, appropriately personalised



for the child, is the first step in responding to possible SEND. Low attainment and/or slow progress does not automatically mean a pupil is recorded as having SEND.

### **SEND Arrangements**

In line with the 'The Special Educational Needs and Disabilities Code of Practice: 0-25 years', Braishfield Primary School uses **The Graduated Approach** to monitor support for pupils with SEND in making good progress and securing good outcomes. This is a four-part cycle (Assess, Plan, Do, Review) which aims to ensure that pupils with SEND are given effective intervention to remove barriers to learning:

Assess: Teaching staff gain a growing understanding of a pupil's needs through assessment, monitoring and advice from external specialists such as speech therapists, occupational therapist, physiotherapists and educational psychologist. At this point, some pupils may be identified as needing additional SEND support and are added to the school's SEND Register. We formally notify parents when it is decided that a child will receive SEND support.

Plan: After detailed assessment, a child on the SEND Register will have targets set and recorded in an Individual Education Plan (IEP) which is devised by the class teacher in liaison with the SENDCo. These targets are shared with the child and with their parent/carer and all staff who work with the child are aware of the IEP. The IEP also outlines the adjustments, interventions and support which will be put in place for the child to achieve their full potential. This additional support is grounded in high-quality teaching within inclusive classrooms and can be with or without additional adult support as appropriate.

Do: The targeted provision is carried out by the teachers and LSAs using specialised programmes and resources. At Braishfield Primary School, the following support in the four broad areas of need can be offered, but is not limited to:

- Communication and Interaction Need: NELI programme; Solent NHS Trust referrals and outreach support; and Speech and Language Therapy
- Cognition and Learning Need: Precision Teaching; Rapid Reading; Little Wandle Phonics Intervention; Dyslexia screening; Toe-by-Toe Phonics and Spelling; and Plus 1 Maths programme,



- Social, Emotional and Mental Health Need: Pastoral sessions in 1:1 and small groups; Helping Hands Team; Talkabout Social Skills groups; Social Stories; Sensory Circuit sessions; Primary Behaviour Services support; and liaison with the Early Help Hub and Family Support Service who provide tiered support to families having difficulties at home or those with a high level of need
- Sensory and Physical Need: Clever Hands and Clever Bodies programmes to build up motor skills and core strength; Schools Therapy Pack providing key exercises which target physical, sensory and speech needs; Write from the Start handwriting programme; and liaison with occupational therapists, physiotherapists, the School Nurse and advisors for physical disabilities, visual and hearing impairments.

Depending on the child's needs, the support may be individual or in a small group with a class teacher and/or LSA. It may be within class or away from the classroom to eliminate distractions and allow greater focus. The support and progress of the child remains the responsibility of the teacher and good communication between staff delivering the targeted support is vital.

Review: The last part of the graduated approach allows teachers to evaluate the targeted support to review outcomes and ensure continual progress. The child's progress is monitored and IEP targets are updated each term by the class teacher. New targets are devised and shared with the child and their parent/carer.

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt they are able to maintain this with high quality teaching, they may be removed from the SEND Register. However, the school continues to monitor their provision to ensure good progress is maintained.

#### Education, Health and Care Plans:

If your child has more complex SEND, a further level of support might be necessary and an Education, Health and Care Plan (EHCP) may be produced by the Local Authority which is reviewed annually at an Annual Review meeting. Children with an EHCP appropriate to the setting are fully catered for, and we work closely with parents, previous schools/nurseries and the Local Authority to ensure the child's needs can be met. All children are entitled to access the National Curriculum unless it is stated otherwise in an EHCP.

#### Evaluating the Success of the SEND Policy



This SEND policy will be reviewed annually by the SENDCo, Head Teacher and SEND Governor, and approved by the Governing Body. It will also be updated if any changes to the information are made during the year. The policy is deemed to be working well if:

- The SENDCo provides information to the Governing Body as to the number of children identified as having SEND.
- School data includes relevant information about children with SEND and includes their needs, support, attainment and progress.
- Evidence of progress is shown through Individual Education Plan targets and their termly evaluation.
- The Graduated Approach is the basis for assessing, planning and reviewing support including programmes and resources
- The level of provision for each child with SEND is fair and sustained as appropriate within the limits of the financial restraints.

### **Concerns about SEND provision**

Any concerns about the SEND provision should follow the usual course and is described fully in the Complaints Policy. If the matter is not resolved through discussion with the class teacher, SENDCo, or Head Teacher it can be referred to the Governing Body and then if necessary it can be passed to the Local Education Authority for consideration.

### **Support Services for Parents of children with SEND**

Hampshire SENDIASS: Support 4 SEND is a free and confidential service based in Hampshire offering impartial information, advice and support on issues relating to a child or young person's special educational needs or disability.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

### **The Local Authority Local Offer**

The Local Authority publish information about services they expect to be available in their area for children and young people from birth to 25 who have SEND.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

### **Links with other policies and documents**

This policy works in conjunction with the following policies which can be found on the school website: <https://www.braishfield.hants.sch.uk/policies-and-documents/>

- SEN Information Report (part of Hampshire's Local Offer)
- Accessibility
- Anti-bullying
- Behaviour
- Complaints
- Medical
- Single Equalities Statement
- Teaching and Learning