



# Special Educational Needs Policy

Bryn Offa Church of England Primary School

July 2021  
Review date: July 2022

# Introduction

The purpose of our policy for Special Educational Needs (SEN) is to ensure that we support each individual child towards achieving their full learning potential. We recognise that any child may have particular needs at some time but certain groups or individuals are particularly vulnerable and may need special monitoring, additional support or provision.

In the context of all our school policies the aims of education for all groups of children are the same. All children need to be challenged and experience success; we aim to develop each child's full learning potential by offering the children a curriculum matched as closely as possible to their individual needs. Provision for inclusion crosses all curriculum areas and all aspects of teaching and learning.

All teachers work together to identify and meet any special needs of pupils as early as possible. At Bryn Offa Church of England School we work closely with the Local Education Authority (LEA) and other agencies, in order to secure the best provision for all children. We believe that inclusion and SEN is more effective if pupils and parents are fully involved in the process.

## Terms

Throughout this policy the abbreviation SEN refers to 'Special Educational Needs', SEND refers to 'Special Educational Needs and Disabilities' and SENDCo refers to 'Special Educational Needs and Disabilities Co-ordinator.

## Aims

- To enable all children to reach their full learning potential and achieve their best.
- To enable children to become confident individuals living fulfilling lives.
- To offer the children a curriculum matched as closely as possible to their individual needs.
- To develop links with outside agencies as appropriate.
- To enable parents and pupils to feel more involved in planning and reviewing provision.
- To co-ordinate SEN work in the school on a "whole school" basis, involving all relevant members of staff.
- To make experience of all in the school happy, positive and fun.

## SEN Provision Principles and Procedures:

'Children or young people have SEN if they have a **learning difficulty or disability** which calls for **special education provision** to be made for them. (SEN Code of Practice, 2015)

### Definitions

The law states that a pupil is defined as having SEND if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.

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.

### Identification

We are committed to the early identification and intervention of children who may have SEND.

To identify pupils with SEND Bryn Offa CE Primary School will:

- Assess each pupil's current skills and level of attainment on entry
- Make regular assessments of all pupils to ensure that the intervention:
  - Matches or betters the child's previous rate of progress
  - Closes the attainment gap between the child and their peers
  - Prevents the attainment gap growing wider
- Provide extra support to pupils falling behind or making inadequate progress given their age and starting point
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite quality first teaching targeted at the areas of weakness

### Graduated approach

Once a potential SEND has been identified, Bryn Offa CE Primary School will:

- Establish a clear assessment of the pupils needs, through more detailed observations and specific assessments.
- Obtain further information from parents/carers and any appropriate professionals.
- Alongside the pupil's parents/carers, plan the interventions and support to be put in place, as well as the expected impact or outcome, with a clear date for review. This also allows teachers to evaluate actions that have already been taken, through curriculum differentiation.
- Implement the agreed interventions and modification of teaching approaches, with support from the SENDCo.

- Review effectiveness of interventions and approaches frequently, making any necessary revisions.

### SEN Support

Bryn Offa CE Primary School will implement appropriate interventions through SEN support where a pupil:

- Makes little or no progress when quality first teaching approaches are aimed specifically at a child's identified area of need.
- Shows difficulty in developing literacy or mathematics skills resulting in poor attainment in some curriculum areas.
- Shows persistent emotional and/or behavioural difficulties which do not improve through the use of positive behaviour management.
- Has sensory and/or physical needs and continues to make little or no progress despite the use of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress, despite differentiation of the curriculum and implementation of specific interventions.

The SENDCo, in consultation with parents/carers, will seek advice from external, expert support services, if a pupil:

- Continues to make very little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels substantially below the expected of children of a similar age.
- Has emotional and/or behavioural difficulties which interfere with the learning of the individual or their class group, despite having an individualised behaviour plan.
- Has sensory and/or physical needs which require specialist equipment and/or regular advice/visits by a specialist service.
- Has communication and/or interaction difficulties that is preventing/hindering the development of social relationships and is causing barriers to learning.

### Educational, Health and Care plan

In consultation with parents and where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child had not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) plan.

Bryn Offa CE Primary School will:

- Meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- (if the decision is taken not to issue a EHC plan) consider and implement the recommendation and feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.
- Admit any child that names the school in an EHC plan.

- Ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.
- Request a re-assessment of an EHC plan after an initial assessment if a pupil's needs significantly change.
- Ensure an annual review meeting takes place completing and sharing appropriate information beforehand.

#### Criteria for exiting SEN support

Bryn Offa CE Primary School will take a child off the SEN register if it is felt that the child is making sustainable progress. The views of the teacher, SENDCo, pupil and parents will be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures. If it is felt that the pupil requires additional support, the procedures set out in this policy will be followed.

#### SEND Tribunal

Bryn Offa CE Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

#### Admissions

Bryn Offa CE Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan. (unless it would be unsuitable for the age, ability, aptitude or SEN of the young person, or, the attendance of the child or young person would be incompatible with efficient education of others, or the efficient use of resources)
- Adopting practices and arrangements in accordance with the Schools Admission Code for the admission for children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an plan.

#### Funding

Bryn Offa Primary School will:

- Allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.
- Personal budgets are allocated from the local authority's high needs funding block.

#### Data and record keeping

Bryn Offa CE Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialist, as part of the standard system used to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.

### Training and resources

All staff at Bryn Offa CE Primary School will be trained appropriately regarding SEND needs within school.

All teachers and support staff undertake an induction with the headteacher and SENDCo on taking up a post and this includes a discussion around the systems and structures in place regarding the schools SEND provision and practice, and the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff will undertake appropriate training and development as required. The schools SENDCo regularly attends meetings and courses in order to keep up to date with local and national SEND updates.

### Supporting children and families

The Local Authority SEND Local Offer gives advice and support to pupils and families. This can be found at <https://shropshire.gov.uk/the-send-local-offer/> , by emailing [local.offer@shropshire.gov.uk](mailto:local.offer@shropshire.gov.uk) or by telephoning 0345 678 9063.

The school has a statutory requirement to provide an SEN Information report. This can be found on our website. Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

## Roles and Responsibilities

Provision for pupils with SEND is a matter for the schools as a whole.

### The role of the governing body

The governing body at Bryn Offa CE Primary School will:

- Ensure that the provision of SEND pupils made and this is of a high standard.
- Ensure that there is a qualified teacher designated as SENDCo for the school.
- Ensure that SEND pupils are fully involved in school activities.
- Regard the SEND: Code of Practice when carrying out responsibilities regarding SEND pupils.
- Be fully involved in developing and the subsequent review of the SEND policy.

- Report to parents on the schools SEND policy.

The named link governor for SEND is Mrs Anne Jones.

#### The role of the Headteacher

The Headteacher at Bryn Offa CE Primary School will:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their own responsibilities.

The Headteacher is Mr Paul Thompson

#### The role of the SENDCo

The SENDCo at Bryn Offa CE Primary School will:

- Oversee the day-to-day operation of the SEN policy
- Co-ordinate provision for children with SEN
- Ensure there is liaison with parents and other professionals in respect of children with SEN,
- Manage and develop learning support assistants,
- Advise and support other practitioners in the school,
- Contribute to the CPD of the staff,
- Ensure that appropriate PCPs are in place, that relevant background information about children with SEN is collected, recorded and updated,
- Liaise with external agencies.
- Carry out Educational Health Care Plan reviews as necessary.
- Evaluate the effectiveness of the provision made for learners with SEN through monitoring and evaluating children's needs, interventions and feedback from teachers and TAs.

The named SENDCo for our school is Mrs Lucy Maxfield. Mrs Maxfield has completed the National Award for SEN Coordination.

Mrs Maxfield can be contacted via her school email address

[senco@brynoffa.shropshire.sch.uk](mailto:senco@brynoffa.shropshire.sch.uk) or on 01691 830621.

#### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0-25 Years (January 2015) and has been written with referral to (but not limited to) the following guidance and documents:

- SEND Code of Practice: 0-25 Years (January 2015)
- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Children and Families Act (2014)
- Health and Social Care Act (2012)
- Mental Capacity Act (2005)
- Children's Act (1989)

- Supporting Children with Medical Conditions (2015)
- Keeping Children Safe in Education (2016)
- Working Together to Safeguard Children (2015)

Adopted by the governing body on – 30<sup>th</sup> June 2021