

BRUNSWICK PARK PRIMARY SCHOOL



SEND POLICY

Date written and adopted: Summer 2017

Date for review: Summer 2018

Brunswick Park Primary School: SEND Policy

Inclusion

Inclusion is the removal of barriers that stand between a pupil making progress and about the quality of a child's experience in school and how they are helped to learn, achieve and participate fully in the life of the school. We will work effectively with parents and carers to support the inclusion of children in our community. We will utilise specialist advice and work in multidisciplinary teams to secure the best possible educational outcomes for pupils.

Aims:

At Brunswick Park Primary School we aim to provide the highest possible standards of education for all our children by:

- Promoting the participation and achievement of all learners
- Providing a broad, balanced and appropriately differentiated curriculum for all our children so that each child can reach his / her full potential
- Identifying children with Special Educational Needs and Disabilities (SEND) as early as possible in order to close gaps in learning
- Adopting best practice when devising interventions
- Working closely with parents to ensure that they are fully involved in all decisions that affect their child's education
- A child has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her.

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

- a) has significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 schools, or
- c) is under five years of age and falls within the definition (a) or (b) above, or would do so if special educational provision was not made.

The main areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

Identification

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

The progress of all pupils is closely monitored. Termly pupil progress meetings are held to identify and support pupils at risk of underachievement and to determine which small group interventions may be required.

SEND Support

Children will be on the SEND Support Register if they require support / intervention in addition to classroom differentiation. Targets are set and reviewed half termly and are recorded on provision maps.

Triggers for targeted intervention:

- 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 numeracy skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional and social difficulties which do not improve through the consistent use of the behaviour management techniques usually employed by the school;
- Has communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

At Brunswick Park SEND Support interventions could include:

- A differentiated curriculum that considers teaching style, the child's learning characteristics, materials and classroom organisation;
- Use of specialised resources including ICT;
- Individualised targets that are tracked closely by the class teacher and other staff working with the child through provision mapping;
- People Matter support;
- Targeted 1:1 or small group work with a teacher or TA;
- Volunteer reading support;
- Support from the Specialist Practitioner – Dyslexia;
- Speech and Language Therapy;
- Learning Mentor Support;
- Use of resources in the Sensory Room

When necessary, advice and support is obtained from external services.

These include:

- Educational Psychology Service
- Education Welfare Service
- Speech and Language Service (SALT)
- Clinical Psychologists
- Occupational Therapists
- Physiotherapists
- Paediatricians
- Outreach support from specialist schools and agencies
- Clinical Psychologists
- Behaviour support services
- Autism support services
- School Nursing Service
- Early Help for parent support
- Children's Social Care (Social Services)

Targets and interventions will reflect the advice given by the external agencies.

Requests for statutory assessments and Education, Health and Care Plans

For a very small minority of children, progress through SEND support or external advice may not provide adequate or appropriate support. If this is the case, after consultation with the head teacher, parents / carers, class teacher and outside agencies, the SENDCO will make a request to the Local Authority for Statutory Assessment. If this request is successful and the Local Authority deems the child's needs to be substantial, the child may be issued with an Education, Health and Care Plan (EHCP).

The EHCP will describe in detail the needs of the child and outline long term targets to help the child make progress. This EHCP will be reviewed yearly by the pupil, parents all professionals involved during an Annual Review. Progress will be assessed against the EHCP targets and provision, to ensure that they remain appropriate.

Brunswick Park Interagency Meetings

At Brunswick Park we hold regular interagency (Team around the Child) meetings to which a range of professionals are invited. At the meetings we meet with the parents and professionals to discuss shared concerns and produce an action plan to enable improved outcomes for the child and family.

Arrangements for Partnership with Parents

Consultation with parents is offered at the three Parents' Evenings during the year. The parents of children with EHCPs are also invited in to meet the specialist providers at least annually. Informal meetings can be arranged by any party working with the child at a mutually convenient time.

Roles and Responsibilities

All staff at Brunswick Park Primary School are responsible for considering ways to remove barriers to learning and raise attainment. The Assistant Head Teacher for Inclusion, SENDCo and Resource Base and ASC Provision Lead are responsible for overseeing the school's SEND procedures and for the implementation and monitoring of provision for pupils with SEND.

Date for review:

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