



Brunswick Park Primary School

Learning for living through Respect, Support and Challenge

SEND POLICY

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Brunswick Park Primary School SEND Policy

1. Defining Inclusion:

Inclusion is the removal or reduction of barriers to learning that stand between a pupil making progress and the quality of a pupil's experience in school. It is about how pupils are helped to engage with their learning and to participate in school life appropriately and fully.

Brunswick Park Primary School works collaboratively with parents and carers to support the inclusion of pupils. The school utilises specialist advice and works in multidisciplinary teams to secure the best possible educational outcomes for our pupils.

2. Aims:

The school aims to provide the highest possible standards of education by:

- Promoting the participation and achievement of all pupils;
- Providing broad, balanced and appropriately differentiated curriculums for all pupils to support them in reaching their potential;
- Identifying pupils with Special Educational Needs and Disabilities (SEND) as early as possible to reduce attainment gaps between them and their age-related peers;
- Adopting evidence-based strategies across the school;
- Working collaboratively with pupils and parents in making decisions about individual pupil's education and provision;
- A pupil has SEND if they have a learning difficulty or disability requiring SEND provision in addition to and/or different from that of their peers.

3. Learning difficulties:

A pupil of compulsory school age has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of their peers of the same age or similar cohort;
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for their peers of the same age or area of need;
- c) Are under five years of age and fall within the definition of a) or b) above or would do so if SEND provision was not available.

4. The main areas of need are:

- **Communication and Interaction**

Pupils with needs in this area demonstrate difficulties communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who have a diagnosis of autism spectrum disorder/ condition (ASD/C) have needs that fall in this category.

- **Cognition and Learning**

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact one or more specific aspects of learning, such as Dyslexia, Dyscalculia and Dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment

- **Social, Emotional and Mental Health Difficulties**

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression, or an eating disorder
- Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

- **Sensory and/or Physical Needs**

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Identification

High Quality Teaching (HQT), which includes differentiation and personalised approaches, can meet the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this universal provision.

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 intervention may be required, if any.

Pupils are placed on the SEND Register if they require support and/or intervention in addition to HQT. Specific targets are combined to form small groups for targeted provision across the school to facilitate progress. This information is recorded on the school's provision mapping system. If a pupil requires further targeted support, then the Class Teacher, SENDCo and parents, including external professionals, collaborate and cooperate in creating specific, individualised targets set out in an Individual Education Plan (IEP).

Triggers for targeted intervention:

- Pupils make little or no progress even when teaching approaches are targeted, particularly in a pupil's identified area of development;
- When a pupil presents difficulties in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- When a pupil presents persistent emotional and social difficulties which do not improve through the consistent use of behaviour support strategies in accordance with the school's Behaviour and Discipline Policy;
- When a pupil has communication and/or social interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

6. SEND Support

The school's SEND support provision involves the following considerations and modifications:

- A differentiated curriculum that considers teaching style, the child's learning characteristics, concrete and visual learning materials and classroom organisation such as seating plans;
- Use of specialised resources including incorporating opportunities for the use of Chrome Books;
- Individualised small group targets and monitoring through provision mapping;
- Targeted small group learning objectives with the Class Teacher or Teaching Assistant;
- Volunteer reading support;
- Support from the Specialist Practitioner for supporting pupils with specific learning difficulties (SpLD);
- Speech and Language Therapy delivered by a therapist or school staff under the therapist's

supervision;

- Learning Mentor Support;
- Access to sensory resources including monitoring effective use.

7. External agency involvement

- Educational Psychologist (EP)
- Education Welfare Service
- Speech and Language Therapy (SALT)
- Clinical Psychologist through Child, Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Physiotherapy
- Paediatric assessments
- Outreach support from specialist schools and agencies
- Behaviour Support Services
- Autism Support Team
- School Nursing Service
- Early Family Help (EFH) for parental support
- Children's Social Care (Social Services)

Targets and interventions will reflect the advice given by the external agencies and will be constructed in collaboration with professionals and the recommendations and advice from these agencies.

8. Requests for Education, Health and Care Needs Assessment

For a very small minority of children, progress through SEND Support and recommendations from external agencies may not provide the desired outcomes. Depending upon discussions and a review of individual cases, in consultation with the Head Teacher, parents/carers, the Class Teacher, external agencies and the SENDCo, parents/carers and or the SENDCo can request the Local Authority (LA) for Statutory Assessment. If the LA deems an assessment to be appropriate, professional assessments will be requested and a submission will be made. On completion an EHC Plan will be drafted at a co-production meeting.

The EHC Plan details the pupil's circumstances, strengths and SEND. It includes long term outcomes decided upon from the assessment procedure and co-production meeting described above. An annual review will be held to ensure that the outcomes remain appropriate and to determine how the school will work towards supporting the pupil in achieving these outcomes.

9. Interagency involvement

Again, for a small number of our families, regular interagency meetings are held called Team Around the Child/Family (TAC/F). These meetings can include a wide range of professionals coming together with parents and support officers to discuss shared concerns to produce an action plan to enable improved outcomes for the pupil and their family.

10. Working in partnership with parents

Parents have at least three opportunities during the year to meet with and collaborate with Class Teachers during Parents' Evenings. Parents with children who have EHCPs also meet with the SENDCo and various professionals as necessary once a year to review the outcomes outlined in their child's EHCP.

11. Roles and responsibilities

All staff at Brunswick Park Primary School are responsible for considering and reducing the barriers to pupils' learning and raising their attainment. The Resource Base and Complex Needs Provision Lead and the SENDCo are responsible for overseeing the school's SEND procedures and for the implementation and monitoring of provision for pupils with SEND.

The Inclusion Team set out further details of how the school's SEND Policy is implemented in the school SEND Information Report which should be read in conjunction with this policy. This policy will be reviewed annually.