

# BROOKFIELD PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY 2018-2020



### OUR MISSION STATEMENT

*We nurture the skills, creativity and confidence of all individuals to realise their full potential.  
We achieve this within a happy, caring and stimulating environment in which all successes are celebrated.*

The purpose of this policy and the school offer to parents is to inform all stakeholders - staff, parents, governors among others - of the organisation of the special educational provision within our school including the range of support for children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. The policy *is designed to promote pupils working towards becoming independent and resilient learners and should be read in conjunction with the behaviour and teaching and learning policies.*

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#### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision 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.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sutton that have an Education, Health and Care Plan and those who do not have a plan but experience some form of special educational need. The SEND local offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Both the Brookfield school offer and our S.E.N. policy adhere to the current statutory guidelines for S.E.N. as laid down in the Code of Practice 2014.

### Objectives agreed by Brookfield staff for the teaching of pupils with S.E.N.

At Brookfield we base our practice upon four main principles, representing core educational values:

- **Equality** - all children are to be valued equally, irrespective of ability, race, gender or religion.
- **Entitlement** - all children have an equal entitlement to a broad, balanced, relevant and differentiated curriculum and equality of opportunity within it.
- **Access** - providing maximum access to the curriculum for children with special educational needs will require the co-operation, understanding and planning skills of all teaching and support staff, support agencies, parents and governors
- **Partnership** - we actively seek to work with parents as partners and value the contribution that they make.

As a school our class and subject teachers are responsible for the day-to-day education, pastoral care and support of pupils with S.E.N., supported in this role by the SENDCo and the Senior Management Team.

Our objectives for supporting pupils with special educational needs are:

- To ensure that all pupils are offered their equal entitlement to a broad and balanced curriculum, including the National Curriculum.
- To identify and assess children with special educational needs as early as possible.
- To review progress regularly, ensuring that all pupils with S.E.N. make adequate progress as described in the S.E.N. Code of Practice 2014.
- To ensure that children with S.E.N. understand their targets and are increasingly involved in assessing their work and identifying the next steps in their learning.
- To work in partnership with parents/carers to help each child gain his/her full potential.
- To keep clear and detailed school records of a child's special educational needs, including actions taken and progress made.
- To formulate clear Provision maps and/or Individual Education Plans for those pupils taking into account all evidence and professional opinions.
- To ensure that procedures, resources and staff roles are clear with regards to pupils with S.E.N. and meet the requirements of the Special Educational Needs Code of Practice 2014, the Green Paper Every Child Matters, the Children and Families Act 2014 and the Inclusion and Special Educational Needs policy updated in May 2009, London Borough of Sutton.
- To work co-operatively with all external agencies, using all their available expertise for the benefit of the pupils
- To request a EHCP assessment from the LA for children who have received significant, school based support, but are not making appropriate progress.
- In consultation with all interested parties to arrange Reviews and collect relevant documentation.
- To ensure that all children are included in all areas of school life. All school activities are open to all our pupils. The only situation in which this may not be so is, if despite all the reasonable steps taken, we could not ensure either the health and safety of the child with SEN or other children, or we disadvantage other pupils. In such a case a full risk assessment and the exploration of all possible reasonable alternatives would be made.

## Managing the provision of education for pupils with S.E.N.

The SENDCo at Brookfield is Sarah Pearson, who has approximately 0.4. of the week dedicated to this purpose. She is a member of the Senior Management Team.

The special Educational Needs Co-ordinator's (SENDCo) responsibilities include:

- Overseeing the day-to-day operation of the school's S.E.N. policy
- Co-ordinating provision for children with S.E.N. through monitoring the attainment and progress of these pupils using the school's monitoring and assessment procedures, supplemented by additional assessments or observations where necessary. This information is then used to plan support. At Brookfield we monitor the main areas suggested in the S.E.N. code of Practice:
  - Communication and Interaction
  - Cognition and Learning in particular:
    - Literacy - reading, spelling and writing
    - Numeracy - number
  - Social, mental and emotional health
  - Sensory/physical including fine and gross motor skills in relation to dressing, eating, P.E. and handwriting, mobility in and around school, hearing, sight and medical conditions where they may be affecting the child's progress or inclusion.
- Liaising with and advising fellow teachers
- Overseeing the records of all children with S.E.N.
- Liaising with parents of children with S.E.N.
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the L.E.A.'s support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school-based strategies for the identification and review of children with S.E.N.
- Making regular classroom visits to monitor the progress of children on the S.E.N. register

## Allocation of Resources for pupils with S.E.N.

The additional funds for SEN provision.

The School receives funding to support the children with special educational needs. The amount of funding the school receives is determined by a formula devised by the Local Authority (LA). The school budget enables resources, including staff, to be deployed in accordance with the school's priority areas.

The LA allocates some additional funding to individual children who have an Educational Health Care Plan. The first £6000 is funded by the school and then any top up funding is provided by the L.A. to ensure that a pupil receives the entitlement laid out in their statement. This is identified in the costed plan of the support they receive and included in the annual review return to the L.A.

The actual amounts available to the school vary from year to year and term to term. Up to date figures can be found in the school's budget.

The allocation of SEN provision.

The budget for S.E.N. is used to meet the special needs of children in the classrooms. The special needs of the children and the priorities for support change from year to year. Additional Support may be allocated in a variety of ways (e.g. access to a classroom assistant, access to specialist teaching in class or a small withdrawal group, specific equipment etc.)

Resources are allocated using the school's own triggers for support using the plan, do, assess, review cycle.

The SEN Provision Map records how the additional support is allocated. It is a useful tool for planning and reviewing the effectiveness of the SEN provision. Provision maps are drawn up annually to adapt to the needs of pupils during that particular year.

Children with Educational Health Care Plans are supported by classroom assistants and the amount of support they receive is set out in their plan. The classroom assistants may work with the children individually on a programme that is set up by the class teacher. They may also work with the child in the context of group work, when other children within the class may benefit.

In addition to the SEN support provided by the school, some children also receive support from the LA support services.

### S.E.N. Materials and Equipment

At Brookfield we aim to have a graduated response to S.E.N. This is reflected in the allocation of resources. Each year funding is allocated from the school's budget to spend on SEN materials and equipment. The SENCO makes a bid for funding based on the children's needs for the coming year and has an oversight of how this funding is spent and used to support the needs of the children.

Resources for pupils with Special Educational Needs are additional to and different from those used for normal classroom differentiation or are used in a different way to normal classroom differentiation. Resources may include providing training for staff to meet the needs of a pupil or pupils with S.E.N. whom they teach.

Specific resources are kept in the Special Needs Co-ordinator's room, the grey cupboards in the ICT Suite and within classrooms they are targeted at (e.g. information about the Year 1 project being run is kept within the Year 1 classroom).

Subject leaders are required to investigate resources that will enable class teachers to make all subjects accessible to all children.

Throughout the school, resources are allocated in a flexible way to meet the needs of the children. Care is taken to ensure that pupils do not become overburdened with support and are also encouraged towards independence in their learning.

Teaching assistants are most effective when they follow a specific programme planned by the teacher or Inclusion Manager and when they are involved in that planning.

### How Pupils with special educational needs are identified and their needs determined and addressed.

#### A Graduated Approach

##### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with their expected progress will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forwards. If a pupil has recently been removed from the SEN register they may also fall into this category as

continued monitoring will be necessary.

- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

## S.E.N. Support

Where it is determined that a pupil does have SEN, the parents will be formally advised of this and s/he will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

Assess  
Plan  
Do  
Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### Assess - identifying pupils' needs

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### 1. When a child joins the school we

- use information provided by the setting or from home visits
- carry out additional assessments to form a baseline from which progress can be measured (See S.E.N. assessment folder).
- Carry out observations as requested by the class teacher or where support is indicated in the information from previous settings or home visits.

#### 2. When a child is already in school

- We use termly assessments to monitor each child's progress. This determines the range of support that can be put in place. Suitability and impact of support is considered in termly pupil progress meetings between class teachers and the S.M.T.
- The Inclusion Manager meets with each teacher at least once a term, to discuss any children giving cause for concern and the assessment data for the phase group. At this time I.E.P.s /Provision maps are reviewed and differing support or interventions considered.
- A teacher or teaching assistant may raise a concern about a child with the Inclusion Manager at any time. The inclusion manager may recommend, organise or undertake further assessments and/or observations to determine the child's needs.

- Where a group of children are experiencing similar problems the Inclusion Manager will work with the teacher and assistants to improve the teaching and learning. This helps focus support in the most effective way and raises the overall standard of teaching and learning.

### 3. Cause for Concern

If a child is giving cause for concern the class teacher should discuss this with the parents and start collecting evidence of inadequate progress. Along with the SENDCo, the teacher will review the quality of existing differentiation supporting the child and they are placed at a Stage of Concern. They remain at this stage for a minimum of a term and a maximum of two terms. Other forms of differentiation are tried and the child's progress is reviewed at the end of this period using the school's assessment cycle of observations.

#### Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Currently, when a pupil is receiving intervention, the support will be recorded on a provision map (see appendix) or on an Individual Education Plan (IEP).

The I.E.P. includes information about:

- the short-term targets set for the child
- the teaching strategies to be used i.e. The Action
- the provision to be put in place
- when the plan is to be reviewed
- the outcome of the action i.e. The Review
- the child's strengths
- the focus of new targets
- next action

#### Individual Education Plans (I.E.P.s) and Provision Maps

I.E.P.s and Provision maps record that which is additional to or different from the differentiated curriculum plan, which is in place for all children. They should not duplicate other planning documents. Information on how the child's needs are being met will also be in the teacher's planning and will be monitored by the S.M.T.

Provision Maps show the support programmes available to meet specific needs. They detail the pupil's specific difficulty, the intervention to be delivered by whom and when, and assessment data before and after the intervention. These are kept on the Inclusion section of the 'Resources' I.C.T. system under 'Provision Maps and I.E.P.'s. Each class has a folder and within this, all pupils on the S.E.N. register have their own folder for their Provision Map/I.E.P. This folder is NOT to be used for any confidential notes taken down as it is accessible by all staff members. In this way the Provision maps are available to all staff who are working with the pupil. A hard copy is also kept in the class S.E.N. folder.

The I.E.P.s should focus on two to four targets in the areas of:

- Communication and Interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Targets in the I.E.P. are intended to be SMART (small, measurable, achievable, relevant and timed). Provision maps and I.E.P.'s are kept in the class teacher's S.E.N. folder as well as being filed in the SENDCo Inclusion Register folder. Copies are kept on the 'R' drive which is accessible to all members of staff. Records of review meetings are also filed in the class S.E.N. folder.

## Do

The class teacher remains responsible for working with the child on a day-to-day basis as well as devising strategies and identifying appropriate methods for the child to access the curriculum. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

The SENDCo takes the lead in:

- Co-ordinating the planning of provision maps, I.E.P.'s, setting appropriate targets and as such acts in a consultative and supportive role.
- Further assessment of the child's special educational needs
- Monitoring and subsequently reviewing the action taken
- Liaising with outside agencies to explore and gain any additional support required for pupils
- Discussing subsequent action with parents.

## Review

Reviews of a child's progress will be made regularly after a maximum of 6 weeks. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Pupils with S.E.N. from Year 3 upwards are expected to attend at least part of their S.E.N. meeting, giving them an opportunity to assess the achievement of the targets and record their own views on progress. They can therefore be included in setting new targets. All pupils write comments on their progress on reports given out at parents' meetings. At all times the child's self-esteem should be considered. The review meeting may start without the child present, giving the adults involved an opportunity to discuss serious concerns without causing stress to the child. The child should then be invited to join the meeting and the teacher in charge can give a summary of the adult discussion. These review meetings are extended parents' meetings and take place in the school day. Teachers are released from their classes to attend and wherever possible/relevant teaching assistants who work closely with that child are also asked to attend.

Absentee parents at review meetings

The majority of parents are keen to discuss their children and we encourage parent involvement in the I.E.P. reviews. Appointment times for I.E.P. reviews are arranged both during the school day and during one evening in the Autumn and Spring Terms. Parents are given a choice of days/times before allocation of specific times are made. We send out a written reminder of appointment times and if necessary make a telephone call.

In the absence of a parent the class teacher and SENDCo will carry out the I.E.P./Inclusion review with the child and any support staff during the allotted time. The outcome of the review meeting will be posted to the parent with an accompanying letter.

## Referral for an Education, Health and Care Plan

For a very small number of children, even after action to support their learning difficulties, there are serious concerns about a lack of progress.

If a child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school, the school may gather evidence and apply to the L.E.A. for an Education and Health Care Plan. These applications are usually done by the school but the assessment may be requested by a parent. The L.E.A. has a Referral panel that meets on a fortnightly basis. A list of dates is sent to schools with a deadline date for submitting a referral.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

The L.E.A. are required to carry out a Statutory Assessment in a set time limit. (*The procedures and time limits are explained in the SEN Code of Practice.*) A decision will be made by a group of people from education health and social care about whether the child is eligible for an E.H.C. plan. If the L.E.A. refuses the request then parents have the right of appeal at an SEN Tribunal.

#### Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by the L.E.A. if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. It describes the learning difficulties of the child and the special educational provision required to meet his/her needs. It names the type of school and any particular school that the L.E.A. considers appropriate for the child.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. An interim review can be called at any time if necessary, i.e. if a child's needs changed rapidly or if there was some disagreement about the provision.

#### The annual review meeting

- The Inclusion Manager agrees a date with the Head teacher and sends out invitations, one month in advance, to parents and all the involved professionals. The letter of invitation explains that the purpose of the annual review is to discuss the child's progress and plan the SEN provision for the following year.
- The Head teacher or the Inclusion Manager chairs the annual review meetings.
- At the annual review meeting the views of the parents and the child are considered. The verbal and written reports about progress are shared and discussed. The child's views should be gathered before the meeting and s/he should be invited to attend part of the meeting. This action is sensitive to the individual needs of the child.
- In the light of the reports and views of the people attending the meeting, the child's progress over the past year and the outcomes of I.E.P targets are discussed along with comments about continuing difficulties, noting successful strategies and any significant changes in the child's circumstances or special needs. Consideration is given as to the appropriateness of the E.H.C.P. and current provision and/or placement. The L.E.A. is aware of the individual views of all those present. Targets to be met over the coming year are agreed for each special educational need identified in the E.H.C.P. or at the review.
- The school prepares a report of the meeting and sets out the recommendations. This report is sent to the L.E.A. no later than ten days after the meeting or the end of that term.
- The L.E.A. reviews the E.H.C.P. in light of the review report and decides on the appropriate way forward. The assessment officer from the L.E.A. writes to the parents, with a copy to the school, informing them of the decisions taken and the reasons.

#### The Year 5 annual review

This is a key review meeting as secondary school placements are discussed. A Year 5 annual review or interim review is held between March and May. This timing is necessary to support the transfer process. The professionals unable to attend are asked to provide in writing, any advice regarding the type of secondary provision that may be suitable for the child and an indication of potential support needs.



At this stage it is not necessary to name a particular school but to focus on the type of provision that would be able to meet effectively the child's needs. Parents are told where they can gain further advice and are encouraged to visit any schools they are considering.

The report of the annual review alerts the L.E.A. to the necessary planning of SEN secondary provision. This is particularly important if the review suggests that a mainstream placement is no longer appropriate.

## Reports from Outside Agencies

These are discussed with the parents, and where appropriate the child, in meetings set up specifically for this purpose. These meetings include the member of staff from the Outside Agency or LEA support Service. We aim to set up these meetings at the same time as the parent meetings with class teachers in October and February. In the summer term a meeting is set up and the class teacher involved whenever possible. A copy of the report is circulated to all staff working with that child and they sign it to acknowledge they have read it. All reports are confidential. The report is filed with a cover sheet for the Agency or Support Service and is kept in the child's SEN folder.

## The Governors' Role in Monitoring and Evaluating S.E.N. Provision

The Governing Body is responsible for evaluating the success of the special educational provision at Brookfield.

The Governing Body reports on the success of the SEN policy and provision in the Annual Report to Parents.

The policy for SEN must be reviewed and evaluated annually. This gives an opportunity to check whether the policy is working well or whether it requires some revision or changes.

Annually the school must review and evaluate the effectiveness of:

- systems for identifying and assessing children with SEN
- the provision made to meet children's SEN needs
- the record keeping for SEN
- the allocation of resources for children with SEN

### How do the governing body know that progress is being made?

- Data collected from assessments in Literacy and Numeracy is analysed to ensure that pupils with Special Educational Needs make adequate progress compared to their peers i.e. they are progressing through the P levels or sub-levels of the National Curriculum.
- Data collected shows that reading and spelling scores are improving alongside reading and spelling ages.
- Clear start and end of intervention assessments show their impact.
- Data collected is analysed to show adequate progress of pupils with Special Educational Needs in relation to similar schools.
- At parent meetings and on the annual reports, parents are encouraged to comment on the education provided by the school for their child including additional and different support for Special Educational Needs. (See IEP format and reply slip for SEN end of year reports.)
- Occasionally questionnaires and feedback from parents and pupils may be used, including pupil interviews.

## Evaluating the success of provision

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. I.E.P.s and provision maps are updated regularly when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These interventions all have clear assessments at the beginning and end so that their impact on the pupil's progress can be carefully evaluated. This helps to identify whether provision is effective.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires, discussion and through progress meetings with parents.

## Complaints Procedure

In the first instance the parent should approach the class teacher, then the SENDCo and then the Head teacher. Brookfield has a graduated response to complaints. There is a formal procedure if a complaint is not resolved by the Head teacher.

The governing body provides information to parents and supports the mediation process.

If the parent wishes to pursue the complaint still further, they may turn to the Local Authority. A copy of the procedure '*Policy for dealing with complaints about schools*' is available for inspection at

## In Service Training

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with S.E.N. The specific difficulties of pupils in classes are considered and staff given training accordingly.

The S.M.T. and the SENDCo plan S.E.N. training needs for the whole school. This may take the form of:

- The Inclusion Manager leading INSET at a staff meeting, one of which each term is allocated to SEN.
- A visiting speaker or course for staff e.g. a morning's training on the needs of pupils with A.S.D. run by the A.S.D. service for teachers, teaching assistants and midday supervisors.
- The whole staff attending a seminar or conference/joint training with other schools.
- Staff attending training on a specific difficulty that one member of the class may have
- Regular liaison with external agencies e.g. the A.S.D. service provides a surgery each term to give advice on, and follow the progress of, pupils who have A.S.D.

Teaching Assistants have worked alongside Speech Therapists to deliver specific programmes.

The school seeks advice and guidance from local schools with specific areas of expertise to review, evaluate and develop provision for pupils who have more complex needs.