



# Bramcote Hills Primary School



## Special Educational Needs Policy

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It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

**The formal definitions of special educational needs (SEN) are 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.

Although 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, due consideration should be given when assessing needs.

The framework for supporting children and young people with special education needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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 Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still 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.

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

<https://youtu.be/MPNpAVrAvTc>

## Mission Statement

### Bramcote Hills' Beliefs and Aims:

- We believe in delivering an exciting and broad curriculum through high quality teaching and innovation
- We believe in having high standards
- We believe in developing and knowing children as individuals
- We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability
- We believe in being inclusive so that all children can thrive
- We believe in working in partnership with our community and other schools

### Our aims are:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, including previous settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the breadth of the National Curriculum at a level appropriate to their individual needs.** This will be co-ordinated by the Senior Leadership Team, including SENCOs, and subject leaders. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress.
- **Work with and in support of outside agencies** when pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions about their needs and the provision made to meet them.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

## Responsibilities for the coordination of SEN provision

Provision for pupils with Special Educational Needs and Disabilities is a matter for the school as a whole, as stated in the Code of Practice, 2014. In addition, the Governing Body, Head Teacher, Special Needs Co-ordinators (SENCOs) and members of staff all have important responsibilities:

### The SENCOs

The SENCOs are Mrs Lottie Higgins (0.5) and Miss Jennie Dance (0.5).

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act, 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Monitor provision maps, individual education plans (IEPs) and termly reviews

### **The SEND Governor**

The chair of governors is Kirsten Rawson.

The SEND link governor is Fiona Priestland

They will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENCos to determine the strategic development of the SEND policy and provision in the school

**The Governing Body** will adhere to the Code of Practice in all decisions regarding access to learning and the provision and progress of pupils with SEND, in particular:

- Assist with developing and monitoring the school's policy, ethos and approach to meeting pupils' special educational needs
- Appoint a member of the Governing Body to have a specific oversight of the school's arrangements and provision for pupils with special educational needs and disabilities
- Ensure that information regarding the school's accessibility plans are published
- Ensure the school publishes a statement on SEND for inclusion on the school website

### **The Headteacher**

The Headteacher is Mr Pete Taylor

He will:

- Work with the SENCos and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Keep the governing body fully informed of SEND issues
- Provide time and resources for the SENCos to carry out their role

### **Teaching Staff**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCos to review each pupil's progress and development and decide on any changes to provision
- Ensuring that children at SEND Support have IEPs with SMART targets and that these are formulated in conjunction with parents on a twice yearly basis
- Ensuring that PEEPs (Personal Emergency Evacuation Plans) are completed for those children who require them
- Hold twice yearly review meetings with parents (Meet with parents each term, and hold formal review meetings twice a year)
- Adopt the ethos of inclusion so that children with SEND are included in as many classroom activities as possible, within the classroom

- Ensure that children’s needs are either met through ‘top down’ planning or via individualised provision
- Ensuring they follow this SEND policy
- Be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND
- Maintain any agreed special educational needs and disabilities records by completing provision maps, writing individual targets and collecting or recording additional information for the SENCOs and other agencies
- Produce an end of year report which may differ from those issued to the majority of the children, upon request
- Together with the SENCOs (if appropriate) collect the views of pupils relating to the identification and assessment of their learning needs as well as their learning environment and include them in decision making where possible
- Together with the SENCOs (if appropriate) advise and inform parents on their child’s progress

All **Teaching Assistant Staff** employed to support children with special educational needs and disabilities should:

- Liaise with the class teacher and SENCOs on the early identification of children with SEND, planning appropriate provision, monitoring and reviewing progress
- Contribute to the formulation of a child’s IEP
- Where designated, assist the class teacher to enable children with SEND to meet whole class learning objectives or access an individualised curriculum
- Contribute to the formulation of a PEEP
- Access appropriate training
- Contribute to twice yearly formal review meetings
- Have appropriate responsibility for the child’s specific needs during their time teaching that child

Supply teachers working with the children are provided with essential information surrounding children’s individual needs and how they can support them within the classroom.

## Arrangements for coordinating SEN provision

The SENCOs will hold details of all SEN Support records such as IEPs, structured conversations, assessment data and external correspondence for individual pupils.

### All staff can access:

- The school’s SEN Policy;
- A copy of the full SEN Support Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils’ special educational needs, including IEPs, structured conversations, assessment data and external correspondence
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation
- Information available through Nottinghamshire’s SEND Local Offer

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is made accessible to all staff and parents to aid the effective co-ordination of the school’s SEN provision. In this way, every staff member will have complete and up-to-date information

about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## Admission Arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Close links have been established with local nursery/ pre-schools to aid transition of pupils with SEND.

At Bramcote Hills Primary School, we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage.

### On entry:

- Parents are asked to inform the school of any special needs their child may have. This is noted on the admission form and in the child's individual record folder
- The school will assess each child's current levels of attainment, either by carrying out their own assessments, or by referring to information sent from the child's previous educational setting
- Parents/carers will then be invited to meet with the class teacher and a SENCo in order to develop an appropriate educational programme with additional support provided where necessary and appropriate
- On-going observations and assessments will then form the basis for planning the next stage of learning
- An individual record folder will be set up

Our school currently provides additional and/or different provision for a range of needs, including:

- *Communication and interaction*: for example, Autistic Spectrum Condition (ASC), speech and language difficulties
- *Cognition and learning*: for example, Dyslexia, Dyspraxia
- *Social, emotional and mental health (SEMH) difficulties*: for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety and behavioural needs, Obsessive Compulsive Disorder (OCD), Oppositional Defiant Disorder (ODD)
- *Sensory and/or physical needs*: for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## Specialist SEN Provision

At the time of writing, Bramcote Hills Primary School has 34 pupils with SEN.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCos, with the Senior Leadership Team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

The SENCos attend relevant SEND courses, Family SEND meetings (Springboard meetings) and facilitate/signpost relevant SEND focused external training opportunities for all staff.

In addition to this, in-service training events are organised for staff in school that link to priorities outlined in the School Improvement Plan or that meet the specific needs of pupils as they arise. When appropriate, Governors and Support Staff are also invited to attend such meetings and INSET training events in order to disseminate information and establish a whole school ethos.

Opportunities to disseminate information from courses attended by staff members are provided at weekly staff meetings/ briefings, as well as at half termly TA meetings.

All Staff members, including support staff and MSAs, are routinely asked, through annual staff audits and appraisal meetings, as to their training requirements.

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation, race, religion and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with special educational needs so that we may promote understanding and ensure that support and provision is tailored to meet the individual needs of the child or young person.

## Facilities for pupils with SEN

The school has a range of specialist SEND facilities in place. These include:

1. Physical environment  
*Indoors-* wheelchair access around the site and into all classrooms; adjustment to internal doors, toilets/ sinks, a variety of seating/ desks to suit the needs of individual pupils with disabilities  
*Outdoors-* widened footpaths, railings, visible markers on steps and ramps
2. Assistive technology including: laptops, iPads and computer software programs, including Clicker 7. These can be obtained by the Inclusive Technology Team
3. Increased access to the curriculum and assistance during formal assessments

### Adaptations to the curriculum and learning environment

- The school will ensure that all children have access to a broad and balanced curriculum
- No child will be excluded from any activity due to their impairment or learning difficulty, unless it is clearly of the benefit to that individual and leads towards inclusion
- Staff will work sensitively in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where it is appropriate
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate
- The school will ensure that the hidden curriculum (learning about routines, understanding how to organise yourself and how relationships work) and extra-curricular activities are barrier free and do not exclude any pupils. Reasonable adjustments will be made as necessary and appropriate
- Details of the school's plans for increasing access to the curriculum with targets are contained in the Access Plan

SENCOs are consulted regarding the content of the school curriculum to ensure that pupils with SEND can participate fully as members of the school community and have access to all elements of the school curriculum.

We have Teaching Assistants who support teaching and learning in school. They are assigned to the areas of school based on need in year groups. They may be used to support children in whole class teaching, to provide interventions 1:1, or in small groups or to provide 1:1 support for children with additional funding.

## Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). The SENCOs identify pupils who may benefit from this, following consultation with staff members. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Pupil Premium is included in the budget for each child who receives Free School Meals, or has ever been on FSM in the previous 6 years or are children of service personnel. Where a child is on FSM *and* has identified SEND, the Pupil Premium is used to further support staffing costs needed to help the child's learning.

Pupil Premium Plus is included in the budget for children who are currently in care or who were adopted from care in the past. Where a child is Looked After *and* has identified SEND, the pupil Premium Plus is used to further support staffing costs needed to help the child's learning.

## Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy.

At Bramcote Hills, we believe in the importance of delivering an exciting and broad curriculum through high quality teaching and innovation (see Teaching and Learning Policy). Inclusive quality first teaching underpins our practice.

### A Graduated Approach:

#### Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND, they will be reviewed by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated, meaningful 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.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the points above, it can be determined which level of provision the child will need going forward and any/or professional development that may be required by school staff.
- If a pupil has recently been removed from the SEND Support register, they may also fall into this category as continued oversight will be advisable.
- Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.



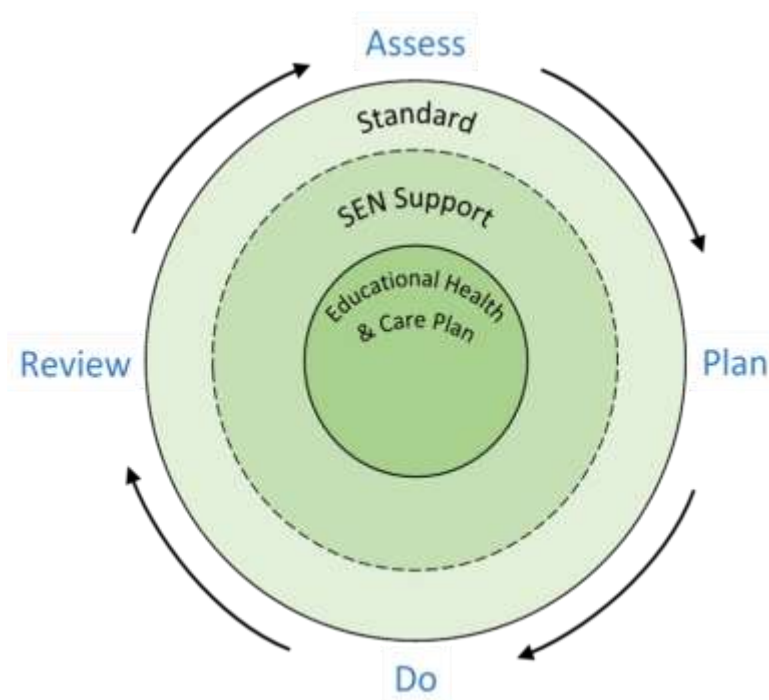
- The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support list. This may be recorded by the school as an aid to further progression and to ensure that support arrangements are tailored to needs.
- Pupil progress meetings are used to review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and pattern of progress.

## SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. 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

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.

## **Plan**

Planning will involve consultation between the teacher, SENCO 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, so that the pupil benefits from a consistent approach.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff 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 SENCO.

## **Review**

Reviews will be undertaken in line with agreed dates. 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 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Request for an assessment Education, Health and Care (EHC) Plan**

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENCO.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://bit.ly/3j1vgv8>

or by speaking to the Integrated Children's Disability Service on:

**0115 804 1275**

or by contacting the Ask Us Nottinghamshire on:

**0800 121 7772**

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

- Parents
- Pupil
- Teachers
- SENCO
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

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

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, 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.

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.

## **Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

- Staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- We provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND
- We make use of all class facilities and space
- We use in-class provisions and support effectively to ensure that the curriculum is differentiated to address a range of different needs, as necessary.
- We make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

- We ensure that any decision to provide group teaching outside the classroom will involve the teacher and/or SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- We set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels
- The school will ensure that the hidden curriculum (learning about routines, understanding how to organise yourself and how relationships work) and extra-curricular activities are barrier free and do not exclude any pupils. Reasonable adjustments will be made as necessary and appropriate
- SENCOs are consulted regarding the content of the school curriculum to ensure that pupils with SEND can participate fully as members of the school community and have access to all elements of the school curriculum

## Inclusion of pupils with SEN

### *“Nothing about us without us...”*

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The Head Teacher oversees the school’s policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team, which includes the SENCOs to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

#### **The school is committed to ascertaining the views of pupils by:**

- Involving pupils in decision making processes where appropriate
- Encouraging pupils to make choices
- Ensuring that pupils are aware of agreed targets for development

#### **This is achieved by:**

- **Gathering information** about a pupil’s needs and views in order to tailor their learning
- **Inviting pupils to attend** review meetings where appropriate
- **Encouraging pupils to contribute** to planning, reviewing and evaluating the provision made for them wherever possible
- **Gaining and recording the views of pupils** on their progress using appropriate communication strategies, such as the use of play, art and audio, as well as verbal communication
- **Encouraging pupils with SEND to become representatives** on the School Council (if they wish to participate) in order to reflect the views of all pupils in the school or, alternatively, encouraging them to voice their opinions through Class Council if that is their preference
- **Providing clear, jargon free information to pupils** about their SEND and the purpose of any assessment, individual targets or other intervention
- If appropriate, ensuring that **the pupils have access to a designated member of staff** with whom they can discuss any difficulties or concerns
- **Involving pupils in transition** planning

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly ‘Springboard meetings’, Early Help Unit, SBAP and the Multi-Agency Safeguarding Hub (MASH).

We also feel that it is important for pupils with SEND to improve their emotional and social development by having access to and participating in the same activities which are available to all.

- All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs
- All pupils are encouraged to take part in sports day/school plays/special workshops etc.
- All pupils are encouraged to go on our day and residential trips
- All pupils are encouraged to be part of the school council

Where any of the above activities need adapting to enable a pupil with SEND to engage with it, staff will make the appropriate adjustments, liaising with parents and providers of these activities.

## Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

**Performance indicators** used to evaluate the effectiveness of the SEND Policy include:

- The early identification of children who have SEND
- The confidence of class teachers to identify children with SEND
- The effectiveness and manageability of the recording system
- The extent to which individuals make progress and meet their targets
- The extent to which gaps are closed for identified vulnerable groups of children
- The regularity of review meetings with staff involved
- The monitoring of parental and pupil views
- The involvement of relevant support agencies

Key personnel with responsibility for monitoring and reporting on the effectiveness of the SEND policy are the SENCos, the Head Teacher and the Governing Body. The LA have an additional responsibility to monitor the provision made for pupils with EHCPs.

Pupil progress will be monitored on a termly basis, in line with the SEN Code of Practice, in order to identify how effective provision (intervention) is in enabling pupils to achieve academic and wider outcomes. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCos, parents and pupil, and where relevant external agencies, will revise the support and outcomes based on the pupil's progress and development. Necessary amendments will be made to current SMART targets or new ones will be set.

There is an annual, formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCos, Head Teacher and SEND Governor and presented to the School Governors at the Pupil and Personnel Committee Meeting. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act, 2014.

## In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

## Working in partnerships with parents

Bramcote Hills Primary School believes that a close working relationship with parents is vital.

No pupil will be entered onto the school's SEND Support Register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision
- detailed tracking to ensure the continued social and academic progress of children with SEND
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

The school is committed to involving parents in the decision-making process at every stage.

This is achieved by:

- **Welcoming parents** from the outset and encouraging their participation e.g. Transition open afternoons/ meetings with teachers, Meet the Team and KITE events
- Ensuring that **parents are informed** when their child is identified as having additional learning needs and consulted at every stage
- Having **'structured conversations'** with parents
- **Inviting parents into school** at least three times annually to discuss their child's progress and any future provision. In cases where more frequent, regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Formal review meetings will be held twice a year
- **Seeking parental permission** before referring pupils to outside agencies for support
- **Inviting parents to attend meetings** with external agencies regarding their child and keeping them up to date and consulting with them on any points of action drawn up
- **Sign-posting parents** of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required
- Ensuring the school produces and written information is **accessible and straight-forward** for parents
- Clearly identifying areas in which **parents can support their child's learning** at home
- Enabling parents to have **access to the SENCos** by appointment to discuss their child's needs
- Providing parents/ carers with opportunities to contact **the school's SEND Governor** to arrange a meeting in relation to SEND matters
- Establishing **informal communication links** as appropriate, e.g. home school diaries, parents talking to class teachers at the end of the school day to check progress

The school obtains feedback from parents in a variety of ways: parent surveys, parent forums, pupil progress review meetings and parents' evenings. We endeavour to use this feedback to improve the quality of SEND provision during policy review.

If a parent or carer has any concerns regarding the care or welfare of their child, an appointment can be made by them to speak to the Class Teacher, SENCos or the Head Teacher. All of these can be contacted via phoning the school office and the SENCos can be reached via the following email [senco@bramcotehills.notts.sch.uk](mailto:senco@bramcotehills.notts.sch.uk)

We would encourage parents/carers to follow the above procedure should they have any complaints regarding SEN provision. If they remain dissatisfied, they should follow the procedures laid out in the school's Complaints Policy which can be accessed via the school website. A parent leaflet explaining the complaints process is available from the office.

The school's SEND governor Fiona Priestland can also be contacted in relation to SEN matters.

## Links with other schools

The school is a member of the Bramcote Park Family of Schools, a formal collaboration, feeding the White Hills Park Federation. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise that support children with SEND. Termly Springboard meetings are held with the SENCoS from the Bramcote Park family of schools, where a representative of the Schools and Families Specialist Services is also present. Bramcote Hills is also a member of the George Spencer Teaching School Alliance which allows it to access a significant amount of training and support for key staff.

White Hills Park Federation in which two school families of schools are represented: The Bramcote School and Alderman White. We share the same Family SENCo, Janet Rigby, who offers advice and support, enabling us to make links with a wider group of schools through the SENCo's support network.

George Spencer Teaching School Alliance – a large group of schools who work together to share good practice and provide up to date training for key staff.

In addition, close links are also established with local nursery/ pre-schools and feeder secondary schools to aid transition of pupils with SEND.

## Transition

Transition between year groups in school is handled carefully. A range of strategies are used including:

- Additional three-way meetings between previous teacher, new teacher and parent
- Additional time for the pupil to get to know their new teacher
- Discussion between parents, current teacher and new teacher. They will discuss the child's needs and review/set targets ready for the following year
- Analysis of performance data
- Transition forms completed, with any SEND information shared, including category of need
- Update the pupil profile section on IEPs. This includes: any diagnoses, child's views, involvement from external agencies plus notes on a pupil's strengths, areas of need and strategies to support them
- New staff to read information contained within the child's individual SEND folder (see section 6)
- Additional information, including access arrangements/ PEEPs etc.
- Latest annual school report

### Transition to secondary schools

- Liaise with the secondary school SENCo and SEND Team to organise a transition programme for pupils with special educational needs and/or disabilities. This may be personalised/adapted based on the child's individual needs
- Organise a transition meeting in the Summer Term of Year 6, inviting the child's current teaching team and parents/carers. Sometimes outside agencies, and the Secondary SENCo, will also be called to these meetings in order to exchange information about the pupil's needs and answer questions about concerns they may have
- Share information at Springboard meetings
- Where appropriate, raise the child's needs at the SBAP (Schools Behaviour and Attendance Partnership) in order to share information and provide the right support for successful transition

### Transfer between schools

- On transferring to another school, information is sent within 15 school days of the child leaving (provided the child's new school is known). A discussion will take place, if necessary, to agree any transfer of funding that may be required

## Links with other agencies and voluntary organisations

Bramcote Hills Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCOs are the designated people responsible for liaising with external agencies.

The following services will be involved as and when is necessary:

- Education Psychology Service (EPS)
- Children's Social Care
- Community Paediatricians
- Physical Disability and Sensory Service
- Occupational Therapy Service
- School and Behaviour Attendance Partnership
- Social Services
- Speech and Language Services (SALT)
- Schools and Families Specialist Services (SFSS)
- Healthy Families Team
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapists
- Early Help Unit
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Parents will normally be invited to and informed about meetings held concerning their child unless there are over-riding safeguarding issues.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCOs who will then inform the child's parents.

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Signed \_\_\_\_\_ [Name] (Headteacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name] (SENCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name] (SEN Governor)

Date \_\_\_\_\_

This policy will be reviewed annually.