



Bramcote Hills Primary School

Special Educational Needs and Disability Policy (SEND)

SENCos: Miss Jennie Dance (0.5) & Mrs Lottie Higgins (0.5) (Maternity Leave)

SENCo duties covered by Mrs Abby Gunning



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Appendix 1: Identification of pupils with SEND flowchart

1. Ethos, values and beliefs

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

Nottinghamshire County Council's SEND Policy Vision statement

"Our vision is that children and young people with Special Educational Needs and Disabilities (SEND) will be safe and happy, have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society."

Nottinghamshire County Council Approach

"NCC believes in inclusion. Our systems ensure that the majority of children and young people with SEND receive their education in local mainstream settings and access resources without the need for an Education, Health and Care Plan (EHCP). To this end, support is delivered in a timely manner by those who know them and understand their specific needs. Nottinghamshire has a long and proud history of supporting children with SEND."

This vision and approach underpin our school's aims and beliefs and they therefore lie at the heart of our systems and practice for supporting pupils with *Special Educational Needs and Disabilities (SEND)*.

In order to promote these beliefs and aims, the Special Educational Needs and Disability Policy seeks to:

- **Create a school environment where pupils feel safe** to voice their own opinions of their learning needs, recognising that pupil participation is a right, as outlined in the SEN Code of Practice (2014)
- Implement a clear and consistent approach to the **early identification and assessment** of individual needs ensuring that the pupils' needs are met by gathering information from parents, education, health and care services (*where appropriate*) and feeder schools or early years settings (*where applicable*) prior to the child's entry into the school
- Support staff to deliver inclusive **high quality first teaching** for all pupils with SEND.
- **Implement intervention strategies** to target the underlying learning needs of individual pupils and ensure pupils with SEND have full access to the National Curriculum. (2014)
- Maintain an **accurate system of record keeping** that tracks the progress of SEND pupils, informs expectations and setting of appropriate SMART targets to ensure that they are able to reach their full potential
- Encourage **positive parental involvement** at all stages of a child's education
- Ensure there is a **clearly identified channel of communication** to ensure a joint approach with the family of schools, the federation and with Nottinghamshire LA
- Maintain an **effective liaison with a range of external agencies** in identifying, assessing and meeting the needs of pupils with Special Educational Needs and/or disabilities when they cannot be met by the school alone
- **Monitor, review and evaluate policy and provision** on a regular and systematic basis

2. Definitions

At Bramcote Hills Primary School, we use the definition offered in the [SEN Code of Practice, 2014](#), for the identification and assessment of Special Educational Needs.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is *additional to, or different from*, that made generally for other children or young people of the same age by mainstream schools.

More details about the SEND Code of Practice can be found on the Department for Education's websites:

<https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We also use the definition of disability as outlined in the [Equality Act, 2010](#).

A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to carry out normal day-to-day activities.

- 'substantial' is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection

We recognise that disabilities may be obvious, such as a sensory impairment. However, some disabilities may be hidden, for example, a learning disability, diabetes or epilepsy.

As a school, we are committed to ensuring that pupils with disabilities are not treated less favourably than non-disabled pupils. The school will liaise with parents, pupils and specialist agencies involved, wherever possible, to make reasonable adjustments to avoid putting disabled pupils at a disadvantage.

For further information, please refer to the school's Access Plan.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- [Part 3 of the 'Children and Families Act' \(2014\)](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations \(2014\)](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCos) and the SEN Information Report

4. Roles and responsibilities

Responsibility for the co-ordination of SEND 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:

4.1 The SENCos

The SENCos are Mrs Lottie Higgins (0.5) (Maternity Leave – SENCo duties covered by Mrs Abby Gunning) 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 delegated budget (section 5.10) 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 headteacher 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

4.2 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 have regard 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 pupil's 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 (Local School Offer) on SEND for inclusion on the school website

4.3 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 SENCo to carry out their role

4.4 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 (October and March)

- 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

At Bramcote Hills we share SEND information with staff (appropriate to their role). Therefore, relevant staff members have complete and up-to-date information about pupils with special needs and disabilities, and their requirements, which will enable them to provide for the individual needs of all pupils. Staff have access to:

- The Bramcote Hills Primary School SEND Policy
- A copy of the full SEND Register, including SEND Concern pupils
- Guidance on identification of SEND within our school (Appendix 1)
- Information on an individual pupil's special educational needs and/or disabilities, including copies of provision maps, IEPs, parental meetings and minutes of termly reviews, as well as any agency/medical reports
- Access arrangements for pupils with disabilities, including Personal Emergency, Evacuation Plans (PEEPs)
- Additional information on individual pupils and their special needs and requirements (e.g. anxiety related issues re- Looked After Children or Post Looked After Children)
- Updated information of any new SEND pupils or any pupils causing concern (emotionally, socially and/ or well-being) through staff briefings to ensure an awareness of pupils needs and a consistent approach across the whole school
- Information on current legislation and SEND provision during staff meetings
- Information available through Nottinghamshire's SEND Local Offer

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.

5. SEN Information Report

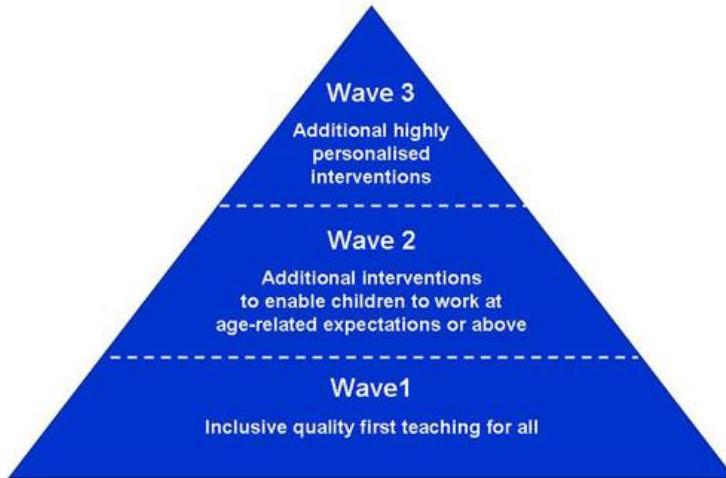
5.1 The types of SEND that are provided for

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

5.2 Identifying pupils with SEND

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). As seen in the ‘Waves Model’, inclusive quality first teaching underpins our practice.



For some children, quality first teaching is not enough. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and year groups. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Pupils who exhibit challenging behaviour are also identified and encouraged to use more appropriate behaviour choices. Teachers monitor pupils with SEMH difficulties and utilise a range of strategies to support them if their challenging behaviour continues to persist. The child's views will be sought as they may be able to identify what sort of support might help them and their strengths and interests will be utilised to improve motivation and engagement. Our approach to behaviour is consistent and restorative and focusses on recognising the underlying needs of the child.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their

parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something **different or additional** to high quality first teaching is needed.
At Bramcote Hills we use a two-tiered approach to the identification of SEND:

SEND Concern

The teacher identifies children causing concern e.g. well behind age-related expectations, lack of progress or exhibiting different /challenging behaviour. These concerns are discussed with the SENCos and parents and a concern form is completed. Interventions are put in place and the outcomes of these are monitored. They will be recorded as SEND Concern on the SEND register.

Where there are areas of difficulty for pupils, the SENCos may:

- Offer advice to colleagues on further screening tests that can be carried out with children to clarify their particular needs
- Carry out screening sessions with pupils using diagnostic tests, such as the Dyslexic Screening Test, auditory and visual tests and memory tests
- Carry out classroom observations of pupils and provide feedback to teachers, offering strategies

It is possible and desirable that a child's difficulty may be overcome or reduced so that they may be moved out of this category. This early identification aims to prevent escalations of need with timely and appropriate intervention.

Staff may begin to suspect the child might have a special educational need underlying their lack of progress and will continue to gather evidence. If a child continues to make very limited progress, in spite of interventions in place, then the teachers and SENCos will consider moving the child to SEND Support.

SEND Support

These children have an identified SEND as defined by the 2014 Code of Practice:

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 person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to carry out normal day-to-day activities.

- *'substantial' is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed*
- *'long-term' means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection*

Where there are significant areas of difficulty for pupils, the SENCos may:

- Offer advice to colleagues on further screening tests that can be carried out with children to clarify their particular needs
- Carry out screening sessions with pupils using diagnostic tests, such as the Dyslexic Screening Test
- Carry out classroom observations of pupils and provide feedback to teachers
- Request support from the Family SENCo (Janet Rigby) to carry out further assessment of a pupil's needs
- Request support from other agencies to carry out further assessments, e.g. medical staff, SFSS, CAMHs, Social Services or the Educational Psychology Service.

Children on SEND Support will be identified on the school tracking system. Provision and targets must be clearly recorded and regularly monitored on an IEP, complete with pupil profiles. Evidence will be collated

and stored in pupil files, which are kept in the locked filing cabinet in the lower junior area when not being used by class teachers. Children who have outside agencies involved will often, but not necessarily always (e.g. speech and language support), be placed in the category of SEND Support.

Not all children who have been given a medical diagnosis of some kind e.g. Dyslexia, ASC etc. will be classified as SEND Support. These pupils may be classified as SEND Concern or included in the general provision made for the class.

Children identified as SEND Support are discussed with the SENCos and child's parents. Parents are informed that their child is on the SEND Register and are given the name and contact of a SENCo. In order to meet these children's needs, the Graduated Approach is followed.

5.3 The Graduated Approach

The aim of formally identifying a pupil with SEND is to acknowledge the need a child might have and to help school ensure that effective provision is put in place to remove or reduce barriers to learning early. Through this early intervention, escalations of need can be prevented with timely and appropriate intervention. The support provided consists of a four-part process. Provision for these pupils will follow the 'Assess, Plan, Do and Review' cycle to ensure that their support is appropriate and effective.

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 pupils are also encouraged to share their thoughts and feelings so that a greater understanding of their difficulties is gathered. Where relevant, advice from external support services will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified 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.

At Bramcote Hills, we use a number of different assessment frameworks, depending on the child's need. These include: The National Curriculum, B Squared and The Autism Education Trust Progression Framework.

Plan

Planning will involve consultation between the teacher, SENCos 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 will be sought to reinforce or contribute to progress at home. The pupil's views and feelings are also sought so that provision decisions can be planned to fit with their wishes and aspirations. When planning provision, staff are mindful of including opportunities to prepare children for adulthood and to develop skills of independence for making their own decisions, taking on new responsibilities and making positive contributions.

All children at SEND Support are entitled to an 'Individual Education Plan' outlining the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. SMART targets will be set for each child, in conjunction with the child and their parents. Children who are in receipt of additional funding will also have a timetable, outlining the support that they are entitled to. In addition to IEPs, year group/whole school Provision Maps are created to show the member/s of staff responsible for delivering the programme/s of learning, as well as the pupil:staff ratio.

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. Year group staff will liaise closely with each other and /or relevant specialist staff to plan and assess the impact of support and interventions. All staff will work together to encourage the child to develop some independence as a learner so that they do not become over reliant on adult support.

Review

Formal reviews will be undertaken twice a year (Spring Term and Summer Term), yet the class teacher will meet with parents termly. 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.

Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent or Educational Psychologist. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The application for an EHCP will combine information from a variety of sources including: parents, education setting, external agencies currently involved, health professionals and social care.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by The Local Authority about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Following Statutory Assessment, an EHCP will be provided by the Local Authority, 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 EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed 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.

These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Further information about EHCP can found via any of the following:

- The SEND Local Offer:
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=otVZmsM0I_0
- By speaking a member of the The Integrated Children's Disability Service (ICDS)- Broxtowe, Gedling and Rushcliffe : icdsehcBGRlocality@nottscgov.uk Duty Number: 0115 804 1275
- By contacting the Ask Us Nottinghamshire part of the Information, Advice and Support Service: 0800 121 7772 enquires@askusnotts.org.uk

5.4 Consulting and involving pupils and parents

Parents

Bramcote Hills Primary School, in accordance with 'The Lamb Inquiry' (2009), believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

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 e.g. SEND Concerns or SEND Support
- 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.

Pupils

"Nothing about us without us..."

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 recognises that there is "a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support" (The Children Act 1989 Guidance and Regulations, Vol. 6 Children with Disabilities (1991), HMSO). However, every attempt will be made to encourage their involvement.

5.5 Supporting pupils moving between phases and transition 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 SEND; those with Education, Health and Care Plans and those without. These are managed by Nottinghamshire County Council's School Admission Team.

Close links have also been established with local nursery/ pre-schools and other feeder secondary 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. (See Graduated Approach, Section 5.3)
- An individual record folder will be set up (see section 6)

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). Discussion will take place, if necessary, to agree any transfer of funding that may be required

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We believe that children learn best by being in the classroom learning alongside their

peers, with tasks ‘scaffolded’ in order for them to access the curriculum. Children may receive interventions 1:1 or in small groups in order to practise separate skills in addition to their class teaching.

5.7 Adoptions 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
- We aim for our physical environment to be accessible to all. This includes lift access to upper levels (at the time of writing, one of the lifts is not operational), 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, widened footpaths, railings, visible markers on steps and ramps
- 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.

5.8 Additional support for learning

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.

5.9 Expertise and training of staff

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.

5.10 Securing equipment and support

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

1. Physical environment

Indoors- lift access to upper levels (at the time of writing, one of the lifts is not operational), 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

Allocation of resources for pupils with SEND

All pupils have Element 1 basic entitlement funding. Schools receive additional funding (Element 2) to support pupils with SEND. This is called ‘Place Funding’. Place Funding is used to provide interventions for those who require some additional support and/or material resources to access the curriculum/learning environment and close gaps in their attainment.

Some pupils with SEND may access additional funding called Top-Up Funding – Element 3. The SENCos identify pupils who may benefit from this, following consultation with staff members. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENCos within the School Family and is managed by the Family SENCo. Children selected to enter this process must meet the criteria outlined by the LA. For those pupils with the most complex needs, additional funding is retained by the Local Authority (HLN – High Level Needs). The School SENCos, with the support of the School Family and the Family SENCo, will refer individual applications to a Local Authority multi-agency panel (High Level Needs Panel), who will determine whether the level and complexity of need meets the threshold for this funding.

Other sources of 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.

5.11 Evaluating the effectiveness of SEND 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. This is achieved in the following ways:

- Pupil interviews
- Parent surveys
- Staff surveys
- Parents evenings and/or consultations (formal/ informal)
- Feedback forms e.g. parents’ evening and reports
- Parent forums e.g. KITE events

On an annual basis, SENCos monitor the provision for pupils with SEND. This is done through a combination of the above, alongside classroom visits, work scrutinies and monitoring of record keeping. This monitoring information forms the basis of a Monitoring Summary Form which leads into a yearly Action Plan.

Evidence collected will help inform school development and improvement planning. Success will be measured by the effect the policy has on the performance, attitude, behaviour and general inclusion of children with Special Educational Needs and Disabilities.

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.

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.

5.12 Enabling pupils with SEND to engage in activities available to all pupils

We 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.

5.13 Collaborating with schools and working with other agencies

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 other feeder secondary schools to aid transition of pupils with SEND.

External Agencies

Bramcote Hills Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, children with SEND. The SENCos are the designated people responsible for liaising with the following Nottinghamshire County Council Local Authority Services including:

- Education Psychology Service
- Community Paediatricians

- Physical Disability and Sensory Service
- Occupational Therapy Service
- School and Behaviour Attendance Partnership
- Social Services
- Speech and Language Services
- Schools and Families Specialist Services
- Healthy Families Team
- Child and Adolescent Mental Health Services
- Physiotherapists
- Early Help Unit

These services can become involved for a number of reasons including: school referrals (often requiring parental permission) or parent referrals. When involved, external agencies support the child and school by observing and providing specialist advice. They are also invited to review meetings throughout the year to discuss SEND provision and progress. They also have a duty to keep staff up to date with current legislation and national guidance.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any 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.

5.14 Concerns and complaints about SEND provision

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

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.

5.15 The Local Authority Local Offer

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 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. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

The SEND School Local Offer includes information about SEND provision and support offered for pupils and their families attending Bramcote Hills Primary School. This is available on the school website.
www.bramcotehills.org

6. Record Keeping

SEND Concern

As stated in section 5.2, a SEND Concern form is completed. These are securely saved electronically on the school's server, within a named folder for the child and a paper copy is filed in the SEND Concern file. The hard copy files are located within a locked cabinet in the lower junior area. Any addition information/letters relating to the child's SEND are kept with the concern form.

SEND Support

As stated in section 5.2, children are identified on the school tracking system (Scholarpack). Here, a chronology is logged and children's category of need is stated alongside any diagnoses. Pupil files keep records of IEPs, information/reports/letters from external agencies, records of observations, additional

assessment information, funding arrangements and records of meetings. These are kept in the lower junior area in a locked cabinet. Much of this information is also kept on the school's secure server, within their named folder.

7. Monitoring arrangements

This policy and information report will be reviewed by the SENCos (Jennie Dance and Lottie Higgins) alongside the Head Teacher (Pete Taylor) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality policy
- Personal and Intimate Care
- Teaching and Learning

Signed _____ [Mr P Taylor] **(Head Teacher)**

Date _____

Signed _____ [Miss J Dance] **(SENCo)**

Date _____

Signed _____ [Mrs L Higgins] **(SENCo)**

Date _____

Signed _____ [Mrs F Priestland] **(SEND Governor)**

Date _____

Appendix 1: Identification of pupils with SEND flowchart

