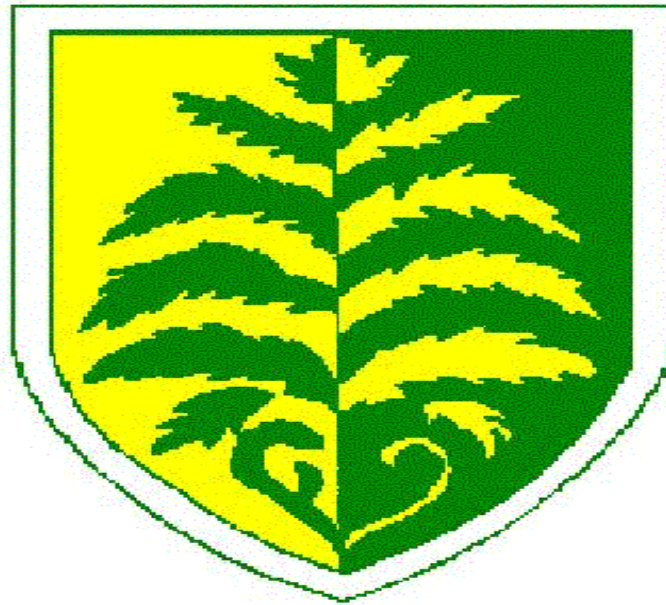


# Brackenwood Infant School



## SEND Policy

		Name	Signature	Name	Signature
Date Adopted	01/12/22	C.Mervyn		E.Mahers	
Review Date	01/12/23				

# Glossary of Terms

<b>Word / Acronym</b>	<b>Meaning</b>
ASP	Additional support plan
EHC	Educational health and care
EHCP	Educational health care plan
ELSA	Emotional literacy support assistant
EP	Educational psychologist
LA	Local authority
PFA	Pupil funding agreement
PPAR	Pupil progress and attainment review
PCP	Pupil centered plan
SALT	Speech and Language Therapy
SENAAT	Special educational needs assessment and advice team
SEN	Special educational needs
SENCo	Special educational needs coordinator

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Brackenwood Infant School we are committed to a whole school, fully inclusive approach to SEN. We promote a child centred approach throughout the school. Brackenwood Infants believe that each pupil has individual and unique needs. However, we do know that some pupils require more support than others at different points during their school career. If these pupils are to flourish in life, we must recognise this as early as possible and plan accordingly.

Most children and young people in our school will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**. Each teacher provides high quality teaching which is differentiated and personalised for all pupils and at the heart of the work of every class there is a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children.

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**Assess, Plan, Do, Review**”. This will be explained in greater detail later in this document.

## 2. 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, SEN co-ordinators (SENCOs) and the SEN information report

### **3. Definitions**

A pupil has SEN 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.

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

The SENCO is Mrs Sally Thomas.

They will:

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

#### **4.2 The SEN governor**

The SEN governor will:

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

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN 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 disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, diabetes.
- Moderate learning difficulties

### 5.2 Identifying pupils with SEN and assessing their needs

For most children at Brackenwood Infants, their entry to school starts in Foundation Stage 2. We place a strong emphasis on this transition and provide every opportunity possible to ensure this transition is as smooth as possible. This transition stage begins in the summer term prior to the child's entry in autumn and it is aimed at establishing a successful relationship between the child, their family and the school. During this transition, parents are encouraged to discuss any issues they have relating to their child including SEN or disabilities so that we have as much information as possible to help us understand, plan and meet the needs of every child.

- Parents and carers are welcomed to an induction evening and meet the school's key professionals including the SENCO.
- Visits/ phone conversations are made to children's settings who have SEN, disabilities or other factors that are of high concern to the parents and that will impact their successful transition to school.
- In the case of children with SEN or disabilities, team meetings, including health professionals, are ideally held in the summer term.
- Should a child with medical needs require a health care plan, this is written within the transition period and will ensure that any training needs are identified and planned for.
- During the initial days of the first term, parents and children are welcomed into a 'transition meeting' where the parents and the teacher can further discuss any concerns they have over their child's development.
- During the first weeks of the first autumn half term, the school nurse holds an informal 'Drop in' session for parents who have concerns over their children's health and well being.

Once a pupil has started school, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 is needed.

Please see the 'Brackenwood SEND Flow chart' for further guidance on this.

### **5.3 Consulting and involving pupils and parents**

The staff at Brackenwood Infant School will continue to forge strong home/school links and encourage parents to be partners in the education process throughout their time at our school. Parents/carers are involved from the outset and are encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to be a part of the process of reviewing and monitoring provision and progress.

Parents/carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are a part of the process before outside agencies are involved and are included in strategies instigated. Parents/carers have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parents consultations are held twice a year with a supplementary meeting in the summer term if requested. Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to arrange for interpreters to be present for parents of a child with additional needs with a first language other than English.

When identifying whether they need special educational provision we will have an early discussion with the pupil and their parents.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We observe, discuss and listen to how the child feels about themselves and their learning
- We listen and take into account the parents' concerns
- We identify how the child learns best at home and in school
- We identify what is most important to the child to enable them to develop successfully
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The record of this early discussion goes towards the writing of a child's PCP (pupil centered plan) which is then agreed and shared with parents, staff and when appropriate, the child. This is reviewed on a half termly basis.

The PCP will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The views and experience of parents
- The pupil's own views
- Other teachers' assessments from previous year/s including their progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- Advice from external support services, if relevant

The assessment will be reviewed regularly. The child's SEND plan will be reviewed regularly with the parents, SENCO, teaching staff and when possible other professionals from outside agencies. The reviewed SEND plan and the updated SEND plan will be added to the pupil's record and given to parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases (notably from infants to juniors)**

For all pupils moving onto their Junior school, a transition meeting is held between the current and subsequent teacher. For children with SEN and for those with disabilities, an additional meeting is held between each schools SENCO. All information and records are shared with the Junior school's SENCO and when appropriate or at a parents request, a subsequent meeting is held to include the parents/carers of the child and the relevant teaching staff.

During the summer term, teachers from both schools carefully plan induction visits to the Junior school for all children. Those with SEN or disabilities have supplementary visits tailored to meet their needs. Joint team meetings, including parents, outside agencies and teaching staff plan the transition and endeavor to make it as smooth as possible. Supplementary visits could include visits during busy break and lunch times, playgrounds, school toilets etc. Whenever possible key outside professionals are also included in the transition phase.

Dawn Brockett from Orrets Meadow Outreach Team (SENAAT) currently supports both Brackenwood Infants and Brackenwood Juniors which successfully supports and enhances the transition process between Y2 and Y3.

Most importantly, we strongly encourage and endeavor to build positive relationships between the future teaching staff, child and family before commencement of the autumn term. All information is shared for the benefit of the child.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our initial step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- **Wellcomm screening** and ongoing assessment and support for those who fall below age expectations. (an assessment tool to identify children needing speech and language support)
- **SALT** support following advice and using resources supplied by the NHS SALT team for activities to be completed in school.
- School funded one to one SALT sessions from a Speech and Language Therapist, Rachel Barton.
- **'Five Minute Box'** structured multisensory programmes of specific games for literacy, taking a few minutes each day, delivered, assessed and reviewed consistently over a period of time
- **Socially speaking** which aims to improve a pupil's self-esteem, listening skills and expressive language abilities.
- **ELSA** (Emotional literacy) 6 weekly one to one sessions, targeting needs identified by class teacher or parents.
- Any other subject specific intervention designed to close gaps in pupils learning or those suggested by external agencies.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- All teachers set up their classrooms using our 'ASC friendly classroom' checklist to support all pupils (includes visual timetable, pictorial images of gestures/signs, photographs etc)
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using children's interests as listed in the PCP as starting points for engaging more resistant learners.

- Adapting our resources and staffing
- Using recommended aids, such as IPADS, coloured overlays, visual timetables, larger font, 'wobble cushions' etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, repeating instructions for tasks, using limited words and phrases in instructions.

## **5.8 Additional support for learning**

We have 10 teaching assistants who primarily support QFT and specifically a range of interventions such as Welcomm, ELSA etc.

Teaching assistants will support pupils when the identified child has specified needs are identified on a child's PPAR, PCP, ASP, EHCP or PFA.

Teaching assistants will support teachers in ensuring that all children can access the curriculum and flourish.

### **Working with other agencies**

The school develops a pupil centered approach by working collaboratively with and including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

The SENCO has established good working relationships with a number of outside professionals to obtain the best possible advice and services for our pupils with SEN.

These services include:

- Access to our Educational Psychologist – Anita Curran - for advice, consultation and as part of the statutory assessment process.
- Access to a wide range of health, education and social services professionals
- Access to outreach workers.
- Access to the 'Autism Together' Outreach team
- Access to advice from the Sensory Support Services
- Access to advice for pupils with physical disabilities
- Access to advice on disabilities and Health Plans from specific nursing teams e.g Diabetes Nursing team, Occupational Therapists, Physiotherapists and our school nurse
- Advice and consultation with an A.D.H.D. Assessment Pathway School Nursing Team
- Access to the services offered by Special Educational Needs Advisory and Assessment Team
- Advice and consultation offered by the Speech and Language Therapy Service
- Early Years SEND team

Voluntary Services that we are able to signpost families to include:

- Ferries Families,
- Autism Together, Children and Family Service
- CAMHS,
- Safe Families for Children

The school has access to all the advisory teams, resource teams and in-service training programmes currently available. Other health, social services and voluntary organisations can be contacted as required.

## **5.9 Expertise and training of staff**

Our SENCO has 2 years experience in this role and has worked as a teacher for over twenty years.

They are allocated half a day / week to manage SEN provision but this is flexible depending on the SEN

We have a team of highly experienced teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We use a teacher from Orrets Meadow Outreach Team and their focus is to complete assessments and provide advice for children across Key Stage One, related to a wide range of special needs.



## **5.10 Securing equipment and facilities**

All equipment and facilities are used to support the needs of all children including those with SEND and are secured in line with our Health and Safety policy.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions half termly.
- Monitoring by the SENCO
- Evaluating and amending if necessary plans, in light of advice and guidance from outside agencies
- Using PPAR's to plan, deliver and review interventions.
- Holding bi - annual reviews for pupils with statements of SEN or EHC plans

## **5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils. However, discussions are held between staff and families to ensure the activity / visit is suitable. In some cases and when possible, parents or family members are asked to support or accompany children in their activities / on visits.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc with the support of teaching staff. Again, in some cases and when possible, parents or family members are asked to support or accompany children at these times if this is in the best interests of the child.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Enabling disabled pupils to access the school**

Brackenwood Infant School is at ground level and is accessible for all. School does have accessible disabled toilets for pupils.

Pupil support aims to encourage as much independence as possible within a safe and caring environment. Resources are differentiated when required and are accessible to ensure access to the curriculum.

**This policy is written in conjunction with 'The Equality Act 2010' (which replaced the Disability Discrimination Act 1995) and the school's 'Equality and Diversity' policy.**

## **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- A whole school approach to PSHE/Health and well-being using 'Jigsaw' scheme of work from across the whole school
- Pupils who are experiencing difficulties with their emotional and social development are quickly identified by teaching staff and supported using the 'socially speaking' programme within the class.
- We provide ELSA (emotional literacy support) for pupils who continue to have difficulties and have their needs identified by teaching staff or parents. This is a 6 week programme of targeted support for pupils on a one to one with a support assistant trained by the LEA E.P team.
- Pupils with SEN are encouraged to hold roles of responsibility in school such as being a school librarian or a school council member.
- Pupils with SEN are also encouraged to take part in after school clubs and activities to promote teamwork/building friendships etc. We ensure there is a suitable range of after school clubs that will promote positive mental health and well being e.g yoga, mindfulness, as well as physical well being.

We have a zero tolerance approach to bullying.

This policy is written in conjunction with the school's 'Mental Health and Well Being Policy'.

### **5.13 Complaints about SEN provision**

Complaints about SEN provision in the first instance should be made to the class teacher and following that the SENCO and the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.14 The local authority local offer**

Our local authority's local offer is published here: <https://localofferwirral.org/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Mrs Sally Thomas and the Headteacher **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.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

## 'The Brackenwood SEND Flow chart'

Child is identified as needing additional support, through:

- Contact with Parent/Carer and /or discussion with Class Teacher/ identified during Pupil Progress meetings/assessments/data input
- Contact from SENDCo following transition from different setting.

Quality First Teaching from Class Teacher – including adjustments to lessons, teaching approaches, class organisation and differentiated work.

**Does the child still require additional support?**

**YES**

**NO**

Continue to monitor

Children are provided with targeted support interventions (these could include additional phonics support/ Welcomm SALT intervention etc). **PPAR (Pupil Progress Attainment Review)** is put into place with discussion between SLT and class teacher. Parents / Carers informed that a PPAR is in place to support their child.

At each parents evening or at a parent/teachers request, pupils progress from the targeted support is discussed and reviewed with teachers/parents/carers.

**Does the child still require additional support?**

**NO**

Continue to monitor

**YES** – child is put on the school '**SEND Support**' register. SENDCo works alongside the teacher and family to ensure the child has sufficient support / assessment.

\*In most cases a second or third PPAR may be required before a child is moved onto the SEND Support list.

Within the following term, targeted support is reviewed, other interventions are implemented and specialist support from outside agencies is integrated into a child's plan. Outside agency support is requested from SENDCo and class teacher and assessments inform next steps and provision. PCP (Person Centred Plan) written in agreement between the child, parents and school.

**Does the child still require extra additional support? Has the child been given a diagnosis / is on the pathway to a diagnosis / has an EHCP?**

**YES** – child added to the school '**SEND**' register.

**NO**

Continue to monitor child's progress.

SENDCo and class teacher, supported by outside agencies create specific SEND targets for child within an **ASP (Additional support plan)**. Ensure cycle of **Assess, Plan, Do, Review** is followed.

**Is the support successful?**

Continue to provide support.  
Continue to monitor progress.

**YES**

**NO**

If, following a suitable period of time and after the above interventions have been carried out that are outlined in the ASP, the child continues to make little progress, a referral to obtain an **Education, Health and Care Plan (EHC)** or **PFA (Pupil funding arrangement)** is made to provide more support for the pupil.