



Brunswick House
Primary School



SEND Policy

Ratified On: November 2020
Next Review: November 2021
By: SEN Team

Brunswick House Primary School

SEND Policy

1. RATIONALE

The staff and Governors at Brunswick House Primary School aim to create a welcoming, inclusive environment where all children feel valued and strive to better their best. We develop active, independent learners equipped with the necessary skills and attitudes to continue on their paths of discovery and contribute positively to the communities in which they find themselves. We are committed to ensuring that the necessary provision is made for every pupil in the schools' community and dedicate ourselves to providing a broad, balanced, relevant and differentiated curriculum accessible to all pupils. As a school we are passionate about Inclusive education and welcome a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people, including those with a learning difficulty, disability, disadvantage or special educational need.

The Special Educational Needs Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- 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.

We believe that all children with a Special Educational Need/Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality.

The school strives to deliver the curriculum in a manner that:

- provides suitable learning challenges
- meets the students diverse learning needs
- removes the barriers to assessment and learning

2. OBJECTIVES

Learning is at the core of all we do. As a school we recognise that SEND provision is the responsibility of all staff and therefore a whole school matter. In line with this we will:

- ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- ensure that our curriculum planning, assessment methods and environment are responsive to the individual needs and disabilities of all pupils, ensuring that all pupils with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every child whatever their prior attainment.
- provide for the individual needs of all students with SEND and ensure the progress of all children with SEND, alongside students who do not have SEND, in order to maximize their achievement.
- foster a sense of self-worth, self-confidence and self-awareness, enabling every child to maximise their inherent qualities and develop a positive attitude to life, achieving success.
- identify the roles and responsibilities of staff in providing for children's special educational needs, including designating a Senior Leader responsible for the coordinating of SEND provision i.e. SENCO
- work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- take the views, wishes and feelings of the young person and parent into account, and involve them as fully as possible in decision making about their own education.
- make effective use of support services and external agencies.

3. CONTEXT

Skilled teaching staff, delivering high quality learning experiences that are appropriately differentiated and personalised, meet the needs of the majority of the pupils in our school. A minority of pupils require additional special educational provision in order to meet their needs. This provision is provided under *Section 21 of the Children and Families Act 2014*.

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child may have these needs either throughout, or at any time during, their school career.

A child of compulsory school age has a learning difficulty or disability if she or he:

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

3.1 Categories of Special Educational Need

Special educational needs and disabilities (SEND) fall into four broad areas, but individual students may well have needs which span two or more areas outlined below:

- Communication and Interaction:
 - Speech, Language and Communication needs
 - Autistic Spectrum Disorder including Aspergers
- Cognition and Learning:
 - Learning Difficulties
 - Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
 - Global Developmental Delay
- Social, Emotional and Mental Health:
 - Behaviour reflecting underlying health difficulties
 - Mental health difficulties (e.g. anxiety, depression)
 - Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or Physical:
 - Hearing Impairment
 - Visual impairment
 - Physical disability
 - Multi-sensory impairment

The purpose of identification is to work out what action we, as a school, need to take in order to support students in mainstream education. It is not to fit students into specific categories.

4. ROLES AND RESPONSIBILITIES

Brunswick House Primary School recognises that provision for students with SEND is a whole school responsibility.

4.1 Teaching and Support Staff

Staff at Brunswick House Primary School receive regular training to support their understanding of SEND and develop their knowledge of good practice and effective strategies that can be used in the classroom. Through staff meetings they are also informed, when necessary, about changes to the school's SEND policy and its aims. All teaching and support staff plan and provide high quality learning opportunities that effectively support all children, including those who need additional help with communication, language, literacy and numeracy. Their teaching develops children's understanding through the use of all available senses and experiences. They plan for children's

full participation in learning, and in physical and practical activities and help children to manage their behaviour and emotions. They confidently implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with pupils on a daily basis and closely monitor those involved in interventions away from the main class. Teachers work closely with the SENCO and teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4.2 Special Educational Needs Coordinator (SENCO)

The SENCO, **Miss Lucy Steward** works alongside agencies to ensure the best possible provision for students with SEND. Miss Steward is available on 01622 752102 or via email at inclusion@brunswick-house.kent.sch.uk

The SENCO is responsible for:

- managing the day-to-day operation of the schools SEND policy
- co-ordinating the provision for students with SEND
- ensuring the involvement of parents/carers of students with SEND, from an early stage, and liaising with these parents/carers.
- supporting and liaising with staff in identifying children with special needs and disabilities and planning for progress.
- Supporting, liaising with and advising staff on the graduated approach to providing SEND support
- Maintaining the school's SEND register and contributing to and managing the records of all children with SEND
- Advising on the school's delegated budget and other resources to ensure resources and teaching materials are available to meet student's needs effectively
- liaising with early years' providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies and other support agencies, especially the local authority and its support agencies.
- liaising with potential and next providers of education to ensure the student and their parents are informed about options and a smooth transition is planned
- mapping and monitoring the placement of Teaching Assistant (TA) support throughout the school. These placements are dependent on the Special Needs requirements across the school and may change as the needs of the students change.
- contributing to and monitoring staff training and the professional development of teaching assistants
- regularly liaising with the governors' representative

4.3 Governors

The governing body of Brunswick House Primary School, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for students with SEND. They determine the school's general policy and approach to provision for pupils with SEND and establish the appropriate staffing and funding arrangements.

They do their best to:

- secure the necessary provision for any pupil identified as having SEND.
- ensure that all teachers are aware of the importance of providing for these children.
- consult with the LA and other schools, when appropriate.
- report annually to parents on the success of the school's policy for children with SEND.

David Stead and Faye Wilks are the appointed SEND representatives from the governing body. In conjunction with the Headteacher and SENCO, they take an active role in the self-review and implementation of the school's SEND provision and the policy implementation across the school.

4.4 Outside professionals

With parental consent, the SENCO is able to call upon the expertise of a wide range of specialist support services to support the children in school. The role of these external services is broad, varied and crucial in providing for children with SEND. The range of specialist support services accessible to the school is outlined in the school SEND Information Report, accessible on the school website: <https://www.brunswick-house.kent.sch.uk/>

5. POLICY IMPLEMENTATION

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2015). This will be achieved by:

- making SEND provision an integral part of each School Improvement Plan.
- enabling identified pupils with SEND to reach their full potential.
- enabling successful transition of SEND pupils from their previous educational establishment and on to their next educational establishment.
- removing barriers to achievement and offering personalised, differentiated access to the curriculum at each key stage, meeting the needs of each individual.
- arranging specialised provision to meet the needs of groups with low-level achievement.
- enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- ensuring the quality of teaching and progress made by SEND students is a core part of the school's performance management arrangements.
- Improving the quality of teaching and learning for all students, including those with SEND, by focusing on the professional development of teaching and support staff.
- regular monitoring of the progress and development of all pupils throughout the school.
- providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- ensuring that appropriate staffing and funding is in place for pupils with SEND.
- ensuring that all governors, particularly the SEND Governors, are up-to-date and knowledgeable about the School's SEN provision and inclusion overall.

6. STAFF PROFESSIONAL DEVELOPMENT

The School Leadership Team takes active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This is reflected in the professional development and staff training offered throughout the year.

The school is committed to gaining further expertise in the area of Special Needs education and releases the SENCO, teaching staff and support staff to attend appropriate courses in addition to internal training that utilises the skills and strengths of other staff. Current training includes school-based whole school INSET, training sessions for teachers and TAs, SENCO and TA group meetings, attendance at borough meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school. Arrangements for the induction of NQTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

7. ADMISSIONS ARRANGEMENTS

Brunswick House Primary School endeavours to be a fully inclusive school. In line with the school's agreed admissions policy, all children are welcome, including those with SEND.

According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parents unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

8. EVALUATING SUCCESS

The success of the school's SEND Policy and provision is evaluated through:

- monitoring of classroom practice and high quality teaching by the senior leadership team, SENCO, phase leaders and teachers
- analysis of pupil tracking data and test results – for individual students - for cohorts
- analysis of pupil tracking data and test results to monitor the effectiveness and value of all SEND interventions, ensuring they are accurately and appropriately targeted
- the ability of school staff to confidently and accurately identify children with SEND at an early stage
- the outcomes of up-skilling support staff in specific areas of SEND provision, raising their competence levels as well as their confidence and independence.
- value-added data for students on the SEND register
- monitoring the quality and outcomes of review meetings
- monitoring the opinions and views of pupils with SEND in our school, and their parents or carers
- monitoring of procedures and practice by the SEND governors
- school self-evaluation
- the School Development Plan

9. MONITORING AND REVIEW

This policy was written in November 2020 and was agreed by Governors: Autumn Term 2020

This policy will be updated in line with new initiatives together with any development of school processes and will be monitored by the SEND Governors, David Stead and Faye Wilks.

Written by: Lucy Steward (SENCO) November 2020

Agreed by Governors: November 2020

Next Review: November 2021