



BREACHWOOD GREEN SCHOOL

SEN POLICY

Believe and Achieve

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This document was written with reference to the Children and Families Act 2014 and associated regulations, the revised Special Educational Needs Code of Practice: 0-25 years January 2015, the SEN & Disability Act 2010 and the Special Educational Needs and Disability Regulations 2014 (See Appendices for links).

Purpose

Our role is to identify children who have special educational needs and to provide appropriate help, support, challenge and resources.

‘Every teacher is a teacher of every child or young person including those with SEN’.

This policy has been developed to ensure that children who have additional needs are identified early, monitored and that appropriate strategies are put in place to support them, their families and the staff who work with them.

The Policy offers guidance to Staff, Governors and Parents about how children are identified, monitored and supported; who to contact for support and how to register a concern or a complaint.

Aims and Objectives

We believe 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
- Make a successful transition into adulthood, whether into employment, further or higher education or training (0 to 25)

Our school will:

- Aim to identify needs at the earliest point and provide effective provision
- Use our best endeavours to make sure that a child with SEND gets the support she or he needs – this means doing everything that we can do to meet a child’s or young person’s SEND
- Ensure that children and young people with SEND engage in the activities available (with reasonable adjustments as necessary) in school alongside pupils who do not have SEND
- Identify the roles and responsibilities of staff including a designated teacher to be responsible for coordinating SEND

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- Ensure that parents/carers play their part in supporting their child's education and informing parents/carers when the school is making special educational provision for a child
- Ensure that our children have a voice in this process

Identifying Special Educational Needs

SEN Definition: The definition of Special Educational Needs, as outlined in the SEND Code of Practice 2015 (p.15): 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 him or her.

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

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disability Definition: The definition of disability, as outlined in the SEND Code of Practice 2015 (p. 16): Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by this SEN definition.

Children must not be regarded as having a SEND needs solely because of:

- A disability
- Attendance and punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- The language of their home is different from the language in which they will be taught
- Slow progress or low attainment
- Persistent disruptive or withdrawn behaviours

Assessment

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The majority of children who join us have attended a previous educational setting and will have sometimes had their needs assessed already. Where possible, transition meetings are held with relevant professionals who may already be involved.

The school will assess each pupil's current skills and levels of attainment on entry, building on information from the previous setting and Key Stages as appropriate. Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be categorised by progress which:

- 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

Assessments are linked to the four broad areas of need: Communication and interaction; Cognition and learning; Social Emotional and Mental Health difficulties; and Sensory and Physical needs.

The school recognise that parents know their children best and understand the importance of all professionals listening and understanding when parents express concerns about their child's development.

We believe that the purpose of identification of SEND is not to fit a pupil into a category but to ascertain action we need to take as a school to meet their individual needs; our school considers the needs of the whole child.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Working in partnership with parents/carers and the children themselves is an essential part of this process.

Factors that can impact on progress and attainment but is not an SEND

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. The school works closely with parents to identify possible causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly impact on outcomes.

Professionals will be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be significant. The school will ensure that appropriate provision for a child's short-term needs is made in order to prevent problems escalating. Where there are long-lasting difficulties the school will consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, this may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for pupils whose first language is not English requires particular care. The school will look carefully at all aspects of a pupil's performance in different areas of learning or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN. Difficulties related solely to limitations in English as an additional language are not SEN.

Managing pupils needs on the SEN register

Quality first teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Our first step in responding to pupils who have difficulty in accessing the curriculum is high quality teaching differentiated for individuals. Additional intervention and support cannot compensate for a lack of good quality teaching. Information from a wide range of sources including discussion with the pupil, their parents/carers, teacher and/or the Special Needs Coordinator (SENCO) will be gathered to determine the needs and provision for the child.

We ensure that the quality of teaching for all pupils is carefully and consistently reviewed. Teacher's and support staff understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND is reviewed where necessary.

Deciding whether to make special educational provision

If a pupil has received differentiated, high quality teaching and is continuing to have difficulty in making adequate progress (which is in line with their age), meetings are held between the pupil's teacher, parent and SENCO to discuss whether that pupil requires special educational provision. The meetings will be structured in such a way that all involved develop a good understanding of the pupil's areas of strength and difficulty, understand the parents' concerns and agree outcomes sought for the child and the next steps. All information about the pupil's progress will be gathered and considered during this meeting before a final decision is made. If it is decided that special educational provision is required, that pupil will be categorised as "SEN Support" in the school's register. A record of this meeting will be recorded on CPOMS (the school's child protection online management system) and a copy given to the parents.

A Graduated Approach to SEN Support

If a pupil is placed on the school's register as SEN Support, the support they receive will take the form of a cycle named 'The Graduated Approach'. 'The Graduated Approach' which is

detailed in the SEND Code of Practice 2015, suggests a four-part cycle: Assess, Plan, Do and Review.

Assess

The first part of the cycle is to use all the information gathered about the pupil from the initial meetings to detail what specific difficulties the pupil has. This may involve the SENCO carrying out more specific assessments or involving external agencies to provide assessments and support. The pupil's teacher, and if necessary the SENCO, will meet with the pupil and their parent to discuss: the results of any assessments carried out, previous strategies used, the pupil's strengths, interests and any other external factors that may impact on the child's learning. Assessments will be reviewed regularly to ensure the support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing an accurate picture of need.

Plan

Together, the pupil, their parent and teacher will create a 'Personal Plan' for the pupil, which would incorporate the views of the parents, child and class teacher. It will provide advice from the SENCO and reference advice from relevant external agencies. Ultimately, this would underline strategies to support the pupil in meeting long and short-term outcomes. A maximum of three short-term outcomes are made on any one Personal Plan to ensure that the pupil and the pupil's teacher is not overwhelmed with various strategies and interventions. Each short-term outcome is planned to be specific, measurable, achievable, realistic and time-sensitive (SMART). A 'Personal Plan' will also specify how school staff and parents will know if the pupil has met the outcomes set. These will be RAG rated in the next meeting, where the cycle starts again. A date to review progress for the next term (or sooner) will be set during this meeting.

Do

Strategies will make full use of all available classroom and school resources. The pupil's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. It is the teacher's responsibility to ensure that the strategies on the pupil's Personal Plan are implemented and that records of the pupil's progress against their short-term outcomes are kept throughout this process. Strategies within Personal Plans may be required to change during the 'Do' process due to varying circumstances; parents are always informed of these changes.

Review

After a term (or less) of following the strategies stated in the pupil's Personal Plan, a review meeting is held. During this meeting, the teacher, parent and the pupil discuss what has worked well with the strategies that have been put in place and if there were any challenges during this process. The cycle begins again and the teacher's ongoing formal and informal assessments will be discussed during this meeting to gain a greater understanding of the child's progress, along with any information from external agencies. Together, this information will form the basis for the next steps for the child. SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

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For children on the school's register as having 'SEN support', this Graduated approach cycle will repeat at least three times a year (once every term) and it is the SENCOs responsibility to ensure this is enforced.

Referral for external agencies

Schools have the right to involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make little or no progress, or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support the school will seek external support.

Educational Health Care Plan (EHCP)

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, the school or parents / carers may consider requesting an Education, Health and Care needs assessment (see Chapter 6 of the SEND Code of Practice January 2015 for further details).

Criteria for exiting the SEN register

During the 'Review' stage of the Graduated Approach cycle, it may be decided by the pupil, their teacher, parent and the SENCO that the pupil has achieved their long-term outcomes and is now working at a level that is in line with their age group and national expectations. Following this, it may then be decided that the pupil no longer requires special educational provision and can exit the Graduated Approach cycle. With the parent's permission, the pupil will then come off of the school's register as having 'SEN Support' and will continue to access support through differentiated, high quality teaching. If at any stage after exiting the Graduated Approach the pupil again shows signs of having difficulties in making progress, the cycle can begin once again.

Supporting pupils and families

SEND support will include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8 of the SEND Code of Practice January 2015, Preparing for adulthood from the earliest years) this includes within school transitions.

External links to support this:

- Local Authority Local offer - <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- School 'School SEN Local Offer' – see school website
- Hertfordshire grid for learning – SEN – links with other agencies <http://www.thegrid.org.uk/learning/sen/index.shtml>
 - Senat- Luton council SEN website- <https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=JEftR37V-68&>

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

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education (Please ask in the school's office for a copy of the school's 'Supporting pupils with Medical Conditions Policy').

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and may have a statement, or (EHCP) which brings together health and social care needs, as well as their special educational provision whereby the SEND Code of Practice (2015) is followed.

The school will make arrangements to support pupils with medical conditions. Individual care plans and/or (EHCP) will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way alongside their care plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

Monitoring and evaluation of SEND

It is the school's practice to carefully and regularly monitor and evaluate the quality of provision we offer to all pupils. This is achieved through regular audits, sampling of parent's views (electronic views are collected annually), pupil's views (voiced at various times during the year such as during school council meetings and a one-to-one meetings with their teacher) and staff views. The evaluation and monitoring arrangements, promote an active process of continual review and improvement of provision of all pupils.

The school governors monitor the progress of SEN through having a link governor who meets at least half termly with the SENCO.

Training and resources

Please refer to section 7 of the school's 'SEN Offer' for information about staff training and section 12 for information about the allocation of resources.

Roles and responsibilities (in-line with the recommendations in the SEND Code of Practice 2015)

The Governing Body ensures that:

- The school follows the SEND Code of Practice 2015 when carrying out its duties toward all pupils with Special Educational Needs and Disabilities
- The necessary provision is made for any pupil identified as having SEND and ensures that all teachers are aware of the importance of providing for these children
- It consults the Local Authority and other schools, when appropriate, and reports annually to parents on the success of the school's policy for children with SEND
- Parents are notified of a decision by the school that SEN provision is being made for their child
- There is an identified governor who has specific oversight of the school's provision for pupils with SEND. This governor liaises with the school and reports back to the governing body
- The SEND provision, including the deployment of funding, equipment and personnel is reported back to the full Governing Body

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The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a Child Looked After (CLA) has SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Reviewing and setting new outcomes with teachers, parents and pupils
- Evaluating the quality and impact of the support and/or interventions along with the views of the pupil and parent/carer.
- Revising the support in light of the pupil's progress and development and deciding on any changes in consultation with the parent/carer and pupil.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
 - Meeting termly with the Headteacher/SEND Governor to discuss the deployment of funding, equipment and personnel

The Headteacher is responsible for:

- Meeting regularly with the SENCo to discuss the SEND provision
- Informing and liaising with governors on SEND provision
- Managing the Special Educational Needs Policy on a day to day basis
- Giving and arranging practical help and training to members of staff on how to deal with special needs issues as advised by the SENCO
- Ensuring that complaints regarding SEND provision are dealt with in accordance with the Local Authority guidance for school-based complaints procedures
- Ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development

The role of the Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes:

- Identifying children with SEND
- Devising and implementing learning strategies and support for individual children
- Reviewing and setting new outcomes with the pupil, their parents and the SENCO
- Liaising with the SENCO to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions
- Implementing the school's Special Educational Needs and Disabilities Policy

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- Undertaking any training suggested or supplied by the school
- Remaining responsible for working with and supporting the pupil on a daily basis
- Leading Teaching Assistants, Learning Support staff and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
 - Keeping a record of pupils' personalised learning

Storing and managing information

All information about individual pupils with SEND is stored within in the Headteacher's office. Information is also stored on CPOMS (Child Protection Online Management System). These records will move up with the child and will be sent onto any new setting that they may attend.

COMPLAINTS

If a parent/ carer or pupil is unhappy with any aspect of the provision they are receiving, in the first instance, they should speak to the Class Teacher.

If for any reason, a parent/carer/pupil feels unable to do this or is not satisfied that the query/issue has been resolved. They should then speak to The SENCO and/ or Head Teacher.

Should this not resolve the situation, parents may speak to The Chair of Governors and file a formal complaint.

Governing Body committee responsible: Full Governing Body

Review frequency: Annually

Based on: N/A

Signed Chair of Governors: *T Starkey*

Date: 13.09.22

Signed SEN Lead Governor: *N Endacott*

Date: 13.09.22

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Appendices

Appendix 1

Definition of the broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The school has clear processes to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

Links to key documents:

- Breachwood Green SEND Offer on school
- The Local Authority SEND Offer: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- Special Educational Needs and disabilities Code of Practice – 0 – 25 years: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special Educational Needs and Disability - in Hertfordshire: <http://www.thegrid.org.uk/learning/sen/index.shtml>