



(updated September 2016)

Brooklands Farm Primary School's Special Educational Needs and Disability (SEND) Policy

Vision Statement

At Brooklands Farm Primary school we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We believe that every child has an entitlement to develop to their full potential and is committed to meeting the needs of all children, including those with special educational needs. There is a shared expectation that all children, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Brooklands Farm Primary School is an inclusive school and offers every child access to a broad and balanced education through a range of provision to support children with; cognition and learning, communication and interaction, sensory, emotional, social, complex medical and physical needs.

The range of support deployed will be tailored to individual needs following assessment by internal or external agencies. It is designed to promote children working towards becoming keen, independent and resilient learners.

We have produced an information report for parents of children with special educational needs (SEN), which is available from our website and is a comprehensive set of frequently asked questions explaining how the school supports children with SEN and disabilities.

The SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Defining SEN

The 2014 Code of Practice states that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

Objectives at Brooklands Farm School

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to a child's entry into the school.
 - To ensure that every child experiences success in their learning and achieves to the highest possible standard. This is coordinated by the SENCo's and Heads of Year and regularly reviewed to ensure targets are met and needs catered for.
 - To enable all children to participate in learning fully and effectively having access to the National Curriculum in line with the SEN Code of Practice.
 - To value and encourage the contribution of all children to the life of the school
 - To work in partnership with parents to gain a better understanding of their child and engage them in all stages of the child's education including support in understanding SEN procedures and providing regular feedback on the child's progress.
 - To work with the Governing Body to enable them to fulfil their monitoring role
 - To work closely with external support agencies, where appropriate, to support the need of individual children.
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- To ensure that all staff have access to training and advice to support quality teaching and learning for all children such as continuous monitoring which will allow that child to reach their full potential.

Identifying children with Special Educational Needs

Children are identified as having a potential SEN in several different ways:

- Liaison with a child's previous school/early years setting
- Concerns raised by parents/carers
- Concerns raised by a child's class teacher or SENCo
- Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance
- Liaison with external professionals (e.g. speech and language therapist)
- Medical diagnosis

Children are also identified through the regular assessment cycle which is part of the overall approach to monitoring progress of all children. The progress of every child is monitored at six weekly pupil progress meetings. Where children are identified as not making progress in spite of quality first teaching they are discussed with the SENCo's and Heads of Year and a plan of action is agreed. Class teachers are continually aware of children's learning through formative assessment. If they observe that a child, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised 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

Concerns about lack of progress could relate to a child's; cognition and learning, communication and interaction, sensory, social emotional and mental health, complex medical and physical needs.

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, they may be an indicator of a range of learning difficulties or disabilities (Code of Practice 2014).

If a child's progress is slow or attainment low then the child will be part of the the SEND process in school. It is only after several cycles of the graduated approach (assess, plan, do and review) with support becoming more fine tuned and the SEND criteria is met, will a child be added to the SEN support register. This will only be after consultation with the parents of carers (see SEND process and SEND support criteria).

Parent Partnership

In Brooklands Farm Primary School parents are seen as partners and their views, aspirations and hopes for their child will always be valued. We aim to have good and informative relationships with all our parents. If parents have concerns about about their child they should speak to their class teacher first who may then be directed to the relevant SENCo.

Roles and Responsibilities

The **class teacher** is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all children. Checking on the progress of all children, identifying and planning the delivery of any additional support.
- Contributing to devising personalised learning journeys to prioritise and focus on the next steps required for your child to make progress.
- Applying the school's SEND policy.

The **Special Educational Needs Coordinators (SENCoS)** – There are four SENCoS within school, each responsible a particular Key Stage/Campus. They are Rachel Fox (early years), Sam MacDonald (Countess Way campus) and Claire Townrow (KS1 Fen Street) and Ben Williams (KS2 Fen street)

They are responsible for:

- Coordinating provision for children with SEND along with the Heads of Year and developing the school's SEND policy
- Ensuring that parents or carers are involved in supporting their child's learning and kept informed about the range and level of support offered to their child.
- Liaising with a range of agencies who can offer advice and support to help children overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Reviewing the child's progress at regular intervals to ensure full potential is reached

The **Head Teacher** - Maxine Low is responsible for:

- The day to day management of all aspects of the school, including the provision made for children with SEN.

The **SEN Governor** – Hannah Hurling is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for children with SEN across the school.

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved. The school fully embraces this achievement using a consistent assessment system, which relates to the child's year group end of year standard or early learning goals. All teachers monitor and review pupil progress using this assessment procedure.

Underachievement is identified as early as possible through teacher referral and additional assessment using a range of standardised tests. Observational tools may also be used that focus on identifying children's developmental needs and the levels of skills they possess to access learning such as The Boxall Profile and First Assess Communication Tool (FACT). Pupils are set individual challenging targets in collaboration with parents and the pupil, which address the area of underachievement/ concern. Child progress is monitored and reviewed at least termly. A child's views and where relevant advice from external services will be considered and parental concerns addressed.

The school's reward system and certificates of achievement for outstanding work and performance, effort, and improved behaviour contribute to raising pupil self-esteem and motivation.

Professional development

All members of staff have access to advice, information, resources and training to enable them to teach all children effectively. Staff are kept fully informed about local authority, national and regional training courses, seminars and networks which relate to SEND practice. Members of staff are also encouraged to observe good inclusive practice within school, and also in other schools.

Teaching and learning

At Brooklands Farm we believe in a personalised curriculum and that all children learn best with the rest of their class. Our aim is for all children to be working in class, at the cusp of their potential. Quality teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning. (Please refer to the Teaching, Learning and Thinking Policy)

When allocating additional Teaching assistant support, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, with regard to their individual needs without the need of adult assistance.

The school has a range of interventions available which are listed on a provision map. When considering an intervention, the school first look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

The class teacher remains responsible for working with the child on a day to day basis. They work closely with Teaching Assistants to plan and assess the impact of support and interventions and links with classroom teaching. Interventions are often crucial in closing attainment gaps and are monitored closely by both the class teacher who monitors progress

towards the targets during the intervention and by the SENCos and Heads of Year who monitor the overall progress after the intervention.

Planning

Planning will involve consultation between the teacher, SENCo, Head of Year, parents or carers and if required external agencies to agree the adjustments, interventions and support required for that particular child. The impact on progress, development and or behaviour that is expected and a clear date for review, parental involvement may be sought where appropriate, to reinforce or contribute to progress at home.

Access to extra-curricular activities

All of our children, where possible, have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. As a school, we make arrangements to ensure children have access to a safe and secure environment to meet their personalised needs. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Transition Arrangements

Transition into and within school

We recognise and understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents/ carers and child with the new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced personalised transition arrangements tailored to meet individual needs of the child.
 - Liaison with previous settings to exchange relevant information.

Transition to Secondary School

The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel and training.

Referral for an Education, health and care plan

If a child has lifelong, significant difficulties they may undergo a statutory assessment process. This will occur where the complexity of need or a lack of clarity around the needs of the child is such that a multi- assessment agency approach to assessing that need to planning provision and identifying risk is required. The decision for this referral can be made at a review/progress meeting.

Application for an Education, health and care plan will combine information from a variety of sources including: parents, teachers, SENCo, social care and health professionals. Information gathered will assist in a decision being made by a group of people from Education, health and social care about whether a child is eligible for an EHC plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Complaints

Please see 'How to comment or complain' in the Parents Section of the website.

Milton Keynes' Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Milton Keynes' Local Offer is available from the website

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>