



Brabourne CE Primary School

Special Educational Needs and Disability (SEND) Policy – February 2024

This policy has been prepared with the Christian Values of courage and responsibility foremost – these are core values of the school and all members of the school community aspire to live by them daily. Governors and staff have a responsibility to ensure nobody is disadvantaged in their education but it can require courage to overcome difficulties.

1. Introduction

Brabourne CEP School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

This policy sets out how children with Special Educational Needs and Disabilities (SEND) are provided for within Brabourne CEP School. It was developed in consultation with parents of children with special educational needs, representatives from the governing body and teaching staff. One of its key aims is to ensure that as a school, we can successfully implement appropriate changes for SEN set out in the Children and Families Act. It will be reviewed annually.

Specific responsibilities for SEND provision lie with the Special Educational Needs Co-ordinator (SENCO) and with the Governing Body, and are outlined in Appendix 1.

2. Definitions

2.1. Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty 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 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. *SEN Code of Practice (2015, p15)*

2.2. Definition of Disability

Many children and young people who have special educational needs may also 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' *SEN Code of Practice (2015, p60)*

3. SEND Register

A child identified as having special educational needs will be placed on the SEND Register under one of the following categories, according to the level of support required.

- Communication & Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Speech and Language
- Physical and Sensory
- Specific learning difficulty

Depending on the level of support required, a child may have additional provision and support planned using a Provision Map, to detail interventions needed to improve their progress or physical/ mental Health, within routine classroom teaching across the week. For some children more intensive planning and provision is necessary, which will be detailed in a personal plan. This is a document which defines what provision is being made to meet an individual's needs and is used to share targets, evaluate performance and to demonstrate to parents, governors and the local authority that these needs are being met.

3.1. Monitoring

This school arranges the additional and different provision required to enable children to make adequate progress. This is the key indicator to determine the graduated response. A Provision Map may be devised if it is necessary to plan interventions and set targets for additional or different targets from the rest of the class. The Provision Map may suggest alternative strategies, learning programs, modifications to the curriculum and/or extra support for the child, individually or in small groups. Clear targets with entry and exit data are set with a date for review at least 3 times a year. Where greater and more specialised support is needed in the form of a provision plan, progress and targets are also reviewed at least three times a year with teaching staff, the SENCo and families.

The class teacher makes appropriate arrangements for differentiating the curriculum and providing additional support.

Pupils will be recorded on the SEND register as monitored if they are having extra provision made for them within the class setting. If there is not adequate progress at this level of input, pupils will be put on the SEND register as SEND support.

3.2. SEND support

At this level the class teacher, in conjunction with the SENCO, will assess the child's difficulties using a range of assessments and if necessary refer the pupil to the Local inclusion forum Team (LIFT) to access extra support and advice from outside agencies, such as Specialist Teacher Services, Education Psychology & Health Services. An individual provision plan will be devised to plan interventions and set targets. The Provision Plan may suggest alternative strategies, learning programs, modifications to the curriculum and/or extra support for the child, individually or in small groups. Clear targets with an entry and exit data are set with a date for review at least 3 times a year. Additional help can also be accessed from multi-agency meetings and the Early Help system.

The individual provision plan must be shared with parents and where appropriate, with the pupil, to share the targets and the outcomes of the interventions.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of pupils with SEN are met effectively.

3.3. Education, Health and Care plans (EHC)

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an EHCP is necessary, then the pupil's SEND and provision will be summarised in the EHCP. This will additionally need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the EHCP. An Individual Education Plan will be written setting specific targets that will be reviewed at least 3 times a year.

4. The SEND Policy

4.1. The kinds of special educational need for which provision is made at the school

At Brabourne CEP School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care (EHC) Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with an EHC plan. Decisions on the admission of pupils with an EHC plan are made by the Local Authority.

The admission arrangements for pupils without an EHC plan do not discriminate against or disadvantage disabled children or those with special educational needs.

4.2. Information about the policy for identification and assessment of pupils with SEND

At Brabourne CEP School we monitor the progress of all pupils three times a year to review their academic progress. We use a range of assessments with all the pupils at various points, for example: Y1 phonics screening; speech link as required by individual pupils with speech difficulties; language link in reception class and for a child entering our school after the reception year if we have concerns.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are small group or 1:1 support to learn phonics, speech and language programmes of work, social skills/play therapy; booster maths, etc.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty, such as a dyslexic screening. We also have access to external advisors who are able to use assessment tools such as specialist teaching service for learning, communication and interaction, behaviour, physical and sensory, Educational Psychologists and speech and language therapists.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When there is any change in identification of SEND, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

4.3. Information about the school's policies for making provision for pupils with special educational needs

4.3.a. How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND Provision support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without an EHC Plan, there will be an annual review of the provision made for the child. The progress of all children with SEND will be reviewed termly in order to evaluate the effectiveness of the special provision. An overview will be shared with the governing body, via the Teaching and Learning Sub-Committee.

4.3.b. The school's arrangements for assessing and reviewing the progress of pupils with Special Education Needs

Every pupil in the school has their academic progress tracked three times per year. In addition to this, pupils with special educational needs may have additional assessments pertaining to their specific needs.

If these assessments do not show adequate progress is being made the SEND Provision plan will be reviewed and adjusted.

4.3.c. The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*

At Brabourne School, we follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of IT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

4.3.d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Brabourne CEP School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided through assessments, both internal and external, and the strategies described in EHC Plans.

4.3.e. Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In a very few cases a high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top-up to the school.

4.3.f. How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Brabourne CEP School are available to pupils irrespective of their special educational needs either with or without an EHC Plan. ~~Where necessary,~~ The school will use all the resources available to it to provide additional ~~adult~~ support to enable the safe participation of the pupil in the activity.

4.3.g. Support that is available for improving the emotional and social development of pupils with special educational needs

At Brabourne CEP School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance social skills/play therapy, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following: access to a counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated etc

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4.4. The name and contact details of the SEN Co-ordinator

The SENCO at Brabourne CEP School is Mrs Rebecca Simmonds, an accredited SENCO, who also holds the following qualifications: PGCE, National Award for SEN Co-ordination.

Mrs Simmonds can be contacted at the school via the school office telephone 01303 813276 or by email on office@brabourne.kent.sch.uk.

4.5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and how specialist expertise will be secured

All Teachers and teaching assistants have had the following awareness training: autistic spectrum disorder, dyslexia, dyscalculia, diabetes, severe allergies, Downs Syndrome, personal care, visual impairment.

Where a specific training need is identified, we will find a provider who is able to deliver it. Training providers we can approach include Goldwyn special school, Wyverns special school, Ashford Oaks, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, specialist teaching service. The cost of training is covered by the notional SEN funding.

4.6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team to whom we can put in a referral for individual pupil support.

4.7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Brabourne CEP School have the opportunity to discuss the progress of their children three times a year when any extra provision or interventions will be shared with parents by the class teacher. Parents receive regular written reports each year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary. This does not imply that the pupil has a special educational need. All such provision is recorded, tracked and evaluated on a provision map.

If following this, normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an EHC Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil.

4.8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified ~~to have~~ as having a special educational need, because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

4.9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

In the first instance, we encourage parents to discuss their concerns directly with the class teacher and subsequently with the SENCO and/or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

4.10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

Where appropriate, the school engages with other bodies in meeting the needs of pupils with SEND, including:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- School Nurse Services
- Advice and updates via the KELSI website.
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN, The Key LEA SENCO updates etc
- Link Speech and Language Therapist through the balanced system

4.11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412 412

E-mail: iask@kent.gov.uk

<https://www.iask.org.uk>

4.12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Brabourne CEP School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make sure the transfer is as seamless as possible. Notes from nurseries and any specialist teacher support are sent onto the school and visits take place at the nursery settings for any vulnerable pupil by the SENCO as well as the reception class teacher. Teacher-to-teacher discussions are timetabled in to take place at school in term 6 to ensure the new class teacher is aware of any needs a pupil may have. This will include the passing on of the current provision maps.

We also contribute information to a pupils' onward destination by providing information to the next setting. There are discussions between the SENCO and the year 6 teacher at Brabourne CEP School with the year 7 manager and SENCO or inclusion manager at the secondary schools. Face to face meetings are held if required with the handover of all our information of SEND. Open days and transition days are offered by the secondary schools and we strongly advise that all year 6 pupils attend these. Many secondary schools offer extra support for vulnerable pupils and the SENCO and year 6 teacher at Brabourne CEP School will find out what is on offer at each secondary school and recommend these for certain pupils.

In some circumstances, children may need additional support to manage the transition to secondary school, which we will seek to provide in liaison with their new setting. If necessary, additional support for children with the greatest level of need will be sought via our Local Inclusion Forum Team (LIFT).

4.13. Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

5. References

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Behaviour Policy

Child Protection Policy

Homework Policy

Complaints Policy
Equal Opportunities Policy / Equality Information Statement
Children with medical needs policy

Appendix 1: Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. All teaching and non-teaching staff are involved in the development of the school's SEND policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special education needs. All members of the school community share a commitment to inclusion and a partnership approach to provision.

Specific responsibilities for the provision for pupils with SEND lie with the Governing Body and the Special Educational Needs Co-ordinator (SENCO).

The Role of the Governing Body

The governing body have important statutory duties towards pupils with SEND. They, with the headteacher, agree the school's general policy and approach to meeting pupil's learning difficulties or disabilities for those with and without statements. They are involved in setting up appropriate staffing and funding arrangements and oversee the school's work.

The Governor responsible for oversight of the school's special needs provision is Hester Fenwick.

In partnership with the Headteacher and SENCO, the Governing Body will:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that, where the school has been informed by the LA that a pupil has SEND those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEND.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that pupils with SEND are able to join in the activities of the school together with pupils who do not have learning difficulties and disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for SEND.
- Have regard to the Code of Practice 2014 when carrying out its duties towards all pupils with SEND.
- Keep governors informed about the changes to legislations
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Governors play a major part in school self-review and the SEND Governor is involved in developing and monitoring the school's SEND policy, and keeping other Governors up to date with the school's SEND provision, including how funding, equipment and personnel resources are deployed.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is the teacher who has responsibility for co-ordinating learning support within the school. They have a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of pupils with SEND.

The SENCO at Brabourne CEP School is Mrs Rebecca Simmonds.

The SENCO is responsible for:

- The daily implementation of the school SEND policy.
- Co-ordinating provision for children with special education needs.
- Liaising with and advising teaching staff and teaching assistants on SEND matters.
- Managing teaching assistants.
- Overseeing the records of all children with SEND.
- Contributing to in-service training of staff.
- Liaison with parents and external agencies including the Partnership, LA's support and Educational Psychology Service, Health & Social Services and Voluntary bodies.
- Ensure that SEND provision is an integral part of the SDP
- To develop the use with staff of a whole school provision map to give an 'at a glance' illustration of both the range and allocation of the interventions the school makes for those with SEND.
- To evaluate the impact of the interventions provided to pupils with SEND.

Mrs Simmonds can be contacted at the school via the school office telephone 01303 813276 or by email on office@brabourne.kent.sch.uk.

Evaluation of the SEND Policy

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

- Monitoring of classroom practice by SENCO and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils, for cohorts and for vulnerable groups
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by SEN Governor
- School self-evaluation, using a variety of approaches
- The Governor's Annual Report to Parents
- The School Improvement Plan