



The Bromley Pensnett  
Primary School

# Special Educational Needs Policy

Date Approved: February 2017  
Date adopted by Staff: February 2017  
Date for Review: As and when required  
School/LA/DRB Policy: School

Signed by: \_\_\_\_\_ Mr David Sheldon, Chair of Governors

## Amendments

Date agreed	Amendment presented by	Amendment Location



# The Bromley Pensnett Primary School

The Bromley Pensnett Primary School has a named SENDCO a named Inclusion manager and a named Governor responsible for SEN. They ensure that the Bromley Pensnett Primary School Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014) section 69(2) of the Children and Families Act 2014, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulation 2014, the Local Authority and other policies current within the school.

## **Definition of terms:**

IEP: Individual Educational Plan

EHCP: Education and Health Care Plan

SENDCO: Special Educational Needs and Disabilities Co-ordinator

HT: Head Teacher

AHT: Assistant Head Teacher

HLTA: Higher level Teaching Assistant

SEND: Special Educational Needs and/or Disabilities

At The Bromley Pensnett Primary School the belief is that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## **What are Special Educational Needs?**

We see children with SEN as those who:

- Have significantly greater difficulty in learning than the majority of children of the same age. Children may demonstrate feature of moderate, severe or profound learning difficulties, specific learning difficulties eg, dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning.
- Have a disability such as a visual or hearing impairment which either prevents or hinders the child from making use of educational facilities. They may have physical impairments which require them to have specific equipment.
- Have emotional or behavioural difficulties which may cause children to be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and or present challenging behaviours.



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- Have communication and interaction difficulties which may include children with speech and language delay, impairments or disorders, specific learning difficulties and ASD.
- Are gifted and talented or exceptionally able and as such need additional provision to reach their potential.

### **Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences



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## **Roles and Responsibilities**

HT/SEND Strategic Overview: Miss Helen Coles

SENCO: Mrs Sarah Darby

HLTA: Mrs Amanda Garrish

- Overseeing the day to day operation of the policy HT,SENCO
- Ensuring an appropriate budget allocation to meet SENDCO HT
- Co-ordinating, monitoring and evaluating provision including interventions for children with SEN SENCO.
- Working with children with SEN across school SENCO, HLTA
- Monitoring the progress of children with SEN alongside class teachers and phase managers HT, SENCO.
- Liaising with and advising teachers whenever necessary SENCO
- Updating and overseeing SEN records of children on COP, in conjunction with class teacher SENCO.
- Maintain the SEN database SENCO
- Liaising with parents and carers SENCO, HLTA
- Organising and delivering INSET in order to meet needs of staff SENCO
- Ensuring that relevant background information is collected, recorded and updated accordingly SENCO, HLTA
- Overseeing the pupil profile, IEP and review process HT,SENCO
- Monitoring the work allocation for TA's SENCO.
- Advising class teachers, co-ordinators and support staff SENCO, HLTA
- Liaising with outside agencies HT, SENCO
- Organising, contributing to and monitoring the SEN in service training of all staff SENCO
- Liaising with and informing the Governing body HT, SENCO
- Liaising with SENCOs of secondary schools upon transfer to KS3 SENCO, HLTA.
- Organising the assessment of children joining the school SENCO

## **Teachers will:**

- Be aware of school procedures for the identification and assessment of children with SEN
- Work with the SENCO to decide the action required to assist the child to make progress
- Work with the SENCO to collect all available information on the child
- Develop and review IEPs for pupils
- Work with SEN children on a daily basis to deliver the individual programme set out in the IEP as well as targeted intervention work
- Develop effective relationships with parents and feedback on progress and impact of planning
- Encourage children to participate in decision making
- Assess pupil progress and identify next steps to learning



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- Work with the SENCO to identify their own training needs around SEN

### **Teaching Assistants will:**

- Provide relevant support to identified pupils
- Develop positive relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake INSETs
- Work alongside the SENCO and teaching staff in the preparation of IEPs

### **Pupil Participation**

The school actively encourages the involvement of children in their education. We want to:

- Involve the child in decision making regarding the methods by which their individual needs will be met
- Involve the child in the implementation of the IEP
- Aim to further develop the child's self confidence and esteem

### **Parent/Carer participation**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners, given support to play an active and valued role in their child's education.

We will:

- Involve the parents/carers in decision making regarding the methods by which their child's needs will be met
- Invite the parent/carers to attend all meetings
- Discuss the purpose of assessment arrangements and the implications of the IEP with the parent/carers providing them with a copy of the IEP
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in the IEP
- Ensure the parent/carers are aware of their right to appeal regarding aspects of their child's SEN provision
- Aim to develop the parent/carers' confidence in the provision made for their child's SEN.

### **The Role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special



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educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **SEN Code of Practice and assessing needs through the graduated response**

The SEN code of practice 2014 sets out a graduated response to meeting children's SEN. There are 3 tiers within the graduated response:

- Universal support (children who only require personalised targets within the classroom),
- School support (children whose needs are more significant and therefore require intervention and target work within a small group or on a one to one basis)
- School Support Plus (children who require more specific intervention usually from external agencies who will provide staff with more specialist assessment).

All children on School Support Plus will require an IEP that will detail targets and support that they will need. Any new children who arrive in school and who are SEN will be audited after 2 weeks of joining school.

### **School Support and School Support Plus**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in light of earlier assessments and observations. This may include:

- Differentiated learning materials (Universal support)
- Some group or individual support, which may involve small groups of children (School support)
- Links with external agencies to advise and support where necessary (School Support Plus)

### **Quality First Teaching:**

The class teacher is responsible for ensuring that the child's individual and personalised targets are the ones that the child is working on in the classroom. This is to ensure that the pupils are given the maximum support possible to achieve their targets and make significant progress.

Support with identifying appropriate targets is provided by the SENCO. The SENCO will also monitor planning to ensure that the needs of SEN pupils are being met.

For children who require more specific intervention, external agencies will usually see the child in school so that they can provide staff with more specialist assessments that can inform planning and the measurement of pupil's progress, give advice on the use of new or specialist strategies or materials.

The triggers for this could be that, despite receiving an individualised programme and/or concentrated support within the classroom, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at NC levels substantially below that expected of children of a similar age



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- Has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class group, despite having an individualised programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause barriers to learning.

Progress will be assessed through teaching and monitoring and is assessed after one half term.

### **Education Health and Care Plan**

An EHCP is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to 25. It is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

If a pupil is not making suitable progress the SENCO, in consultation with parents and agencies will decide whether to make a statutory request for an Education Health and Care Plan (September 2014). School staff, parents, external agencies will be consulted regarding the child's needs and SEN Assessment Service (SENAS) will decide whether to issue the child an EHC Plan. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous IEPs and targets for the child
- Records of regular reviews and their outcomes
- Records of the child's health and medical needs where appropriate
- Attainment in Literacy or Numeracy or the equivalent if EYFS
- Education and other assessments; for example from an advisory teacher or educational psychologist
- Views of the parents.

Specific needs and objectives for development and support are identified. Provision, training, resources and the involvement of agencies will also be clearly identified in the EHC Plan. The EHC Plan will be reviewed annually. The child will continue to follow an IEP, linked to objectives in the EHC Plan.



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## **Writing IEPs**

IEP targets are reviewed every 6 weeks. Amendments are made and the pupil is given a new set of targets to work towards. They are reviewed 6 times a year with parents, in order to inform them of their child's progress.

IPPs include

- Strengths, successes, difficulties
- 2-3 short term targets relating to addressing key barriers to learning for the child
- Pupil and parent comments (reviews)
- Teaching strategies to be used
- How often provision is taking place and how long for.
- Time scales to achieve targets
- When the plan is to be reviewed

## **Links with other agencies**

The school works closely with professionals who regularly visit the school to offer support to pupils, parents and staff. These agencies include:

- Educational Psychologist
- School Support
- CAMHs
- Speech and Language Therapists
- Communication and Autism Team
- Hearing Impairment
- Visual Impairment
- School Health Adviser