



## **Brimington Manor Infant & Nursery School**

### **Special Educational Needs (SEN) Policy**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

## **Information**

The named person who is responsible for managing the provision for SEN at Brimington Manor Infant and Nursery School (SENCO) is **Mrs Angela Booth**.

Mrs Booth is the Senior Teacher and is also a member of the Senior Leadership Team. Mrs Booth has co ordinated Special Needs at Brimington Manor Infant and Nursery School for 12 years and has a vast range of experience.

Mrs Booth can be contacted through the **School Office on 01246 234078** or via email at [info@brimingtonmanor.derbyshire.sch.uk](mailto:info@brimingtonmanor.derbyshire.sch.uk)

The named Governor for SEN is Mrs Loret Hill who can be contacted through school on the above number and email.

Our SEN policy has been developed in consultation with the two local infant schools (Mrs Y Cherry – Brimington Junior, Mr S Poole Henry Bradley Nursery and Infants). The content of the policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

An annual SEN Information Report will be shared with parents, carers and the governing body and published on the school's website.

Every teacher is a teacher of every child or young person including those with SEN. As such Brimington Manor adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. All the staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

## **Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

## **Definition of Special Educational Needs**

### **What does SEND mean?**

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.

Or

- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

The area of special need will be identified as either:

**Communication and Interaction** (This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).

**Cognition and Learning** (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

**Social, mental and Emotional Health** (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

**Sensory and/or Physical Needs** (This includes children with sensory, multi-sensory and physical difficulties).

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

## Identification of pupils' needs

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual education plans and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

### A graduated approach:

#### Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
2. Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class
5. Through (2) and (4) it can be determined which level of provision the child will need to move them forward
6. If a child has been recently removed from the SEN register they may also fall into this category as continued monitoring will be necessary
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school
8. The child is recorded by the school as being under observation due to concern by a parent or teacher but this does not automatically place the child

on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings

9. Parents' evenings are used to monitor and assess the progress being made by the children

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **ASSESS**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**PLAN**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; 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.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

**DO**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

**REVIEW**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary the parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

**REFERRAL FOR A GRIP (Graduated Response for Individual Pupils)**

GRIP is at present a pilot scheme in Derbyshire as an alternative to an EHC plan. GRIP is for pupils with significant Special Educational Needs, when their current needs are not evident as complex Education, Health and Care and are not necessarily long term. GRIP will give access to specialist services, such as SSEN, at this earlier stage and give schools the earlier opportunity to reduce barriers to learning for pupils.

The documentation, evidence and process follows 'good practice' SEN provision as highlighted in the Code of Practice. Schools will be able to submit documentation directly to evidence that a pupil's needs and barriers to learning require additional funding above their normally available resources.

If successful, schools will receive GRIP funding straight away, without the 20 week assessment period for an Education, Health and Care Needs Assessment (EHCNA). The plan lasts for a period of one year, and at the review school can apply for another year, at the same level of funding, at a higher or lower level, or if the difficulties the child is experiencing are significantly improved, the plan can cease. If the child's difficulties are reassessed as lifelong and needing health and care elements, an EHC plan can be applied for.

## **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review, or on entry into school.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers / SENCO
- Social Care
- Educational Psychologist
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health, and social care about whether the 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.

Further information about GRIP and EHC Plans can be found via the **SEND Local Offer**:

[www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

## **EDUCATION, HEALTH AND CARE PLANS (EHC)**

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **WHAT IS THE LOCAL OFFER?**

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

## **INCLUSION OF ALL PUPILS WITH SEN**

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The



school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, about individual children, with external agencies when appropriate.

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

## **LINKS WITH SUPPORT SERVICES**

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEN provision at our school.

### **Support Services include;**

- Educational Psychology
- Health – School nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, physically impaired
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Social Services
- Multi Agency Teams

## **WORKING IN PARTNERSHIP WITH PARENTS**

Brimington Manor Infant and Nursery School believes that a close working partnership with parents is vital to ensure that;

- Information is shared
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see Mrs Booth (SENCO) can be made through the school office.

## **SUPPORTING PUPILS AND FAMILIES**

- When moving to a new year group information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child moves from Early Years provision or transfers to Junior School, staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate.
- More information is available through the LA local Offer at [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

## **SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 may have a Statement, or Education, Health and Care Plan which brings together health and social care needs,

as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs / conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014, the school policy is on the website.

## **ACCESSIBILITY**

The layout of the school facilitates relatively easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside allow access to the Year 2 classroom. In the main building there is a disabled toilet.

## **COMPLAINTS PROCEDURE**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

## **EVALUATING SUCCESS**

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs

- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback
- Improved behaviour of the children, where this is appropriate

Approved Governors:

Review: September 2017