

Brundall Primary School



Special Educational Needs Policy

June 2020

Agreed by Governing Body	July 2020
Signed by Chair of Governors	_____
Date	_____
Review Date	July 2021

Special Educational Needs Policy 2020

Our SEN policy must be read alongside and in conjunction with the Norfolk Local Offer, Partnership Policy, Behaviour Policy, Dyslexia Friendly School Policy and Brundall's Information Report and relevant school policies, for example, Attendance, Equal Opportunities and our Accessibility Plan.

Provision for children with special educational needs is the responsibility of the Governing Body, the Headteacher, the SENCo and all other members of staff.

What do we want for our children with SEN & Disabilities?

At our school our mission is 'Achievement & Creativity for ALL.' Our aim is for all of our children to enjoy a rich, interesting and fun curriculum to enable them to become confident individuals, successful learners and responsible citizens.

High quality teaching which is differentiated and personalised is available for all pupils, and wherever possible this is delivered within the classroom. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of skills, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs, and may therefore require specific skills taught in small groups or individually.

Identification, Assessment and Provision

Brundall Primary School uses a graduated approach as identified in the SEN Code of Practice to identify special educational needs.

Step 1 - Differentiated work

Many pupils may experience delay in their learning over the course of their school career and may not make expected progress for a variety of reasons. High Quality Teaching will meet the individual needs of the majority of children and young people (1.24 Code of Practice) and this is always the first point of call. The expectation at this stage is that children will catch up with their peers, and progress will be tracked by the schools' Tracking Systems as well as teacher observation and parents kept informed at parent's evenings or meetings as seen as necessary.

Step 2 - Targeted Intervention / Action

Where children are not making expected progress, specific interventions or targets may be planned to focus on an area of need, and may be run as a group or an individual

basis. This will take place outside of the main classroom learning with an aim to 'fill the learning gap' or 'catch up' and may involve one of these interventions:

Literacy

Sound Discovery - a phonics literacy programme for the teaching of reading, spelling and writing.

Catch Up - a structured 1:1 intervention for learners who find reading difficult

Precision Teaching - targeted intervention for specific literacy and numeracy targets

SNIP - a programme aimed at increasing reading and spelling using the primary high frequency words

Maths

Numicon - a multi-sensory mathematics teaching programme using visual Numicon images in a series of practical teaching activities

Maths Whizz - a bespoke maths intervention for KS2 learners to 'close the gap' and build confidence

Social and Emotional

ABC (agility, balance, co-ordination) - an intervention to focus on improving motor skills

Bricks Club - structured play to encourage group collaboration with a focus on teaching specific skills in social communication

Socially Speaking - a pragmatic social skills programme

PATHS - a programme to develop fundamental social and emotional learning skills

The school's Pastoral Support Worker will run many of the above groups for Social and Emotional, as well as run small group sessions where it is seen to be necessary. These will be consistent and over a set period of time. Progress will be monitored using the Boxall Profile.

It is important to note that we do not fit a child into an intervention, but base the intervention on the child's specific needs.

As a school, we also have access to various assessment materials which we use to identify any barriers to learning and which help to inform us in setting relevant targets. At this stage, the intention is still for the child to 'catch up' with their peers and this is an investigative stage to monitor what is causing the barrier to learning. It must be

noted that we offer these interventions to all children as seen as necessary and consent at this stage will not be sought. However, if these short-term interventions fail to have significant impact we will move on to the next stage of identifying the barrier of learning for the child.

Step 3 - Identification of Special Educational Needs

Once class teachers have *evidence* that a child is still not making progress, despite intervention or targeted work, they will work together with the Special Educational Needs Co-Ordinator (SENCO), Mrs Sutton. Our SENCO will work with class teachers to identify suitable support and provision. Children identified as having a SEN will have needs in one or more of the areas below:

- * Communication & Interaction (Speech & Language)
- * Cognition & Learning (e.g. Maths & Literacy)
- * Social, Mental & Emotional Health
- * Sensory & Physical

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

“Children have a learning difficulty if they:

- **have a significantly greater difficulty in learning than the majority of children of the same age;**
- **have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;**
- **are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.”**

(Code of Practice September 2014)

*Dyslexia is an ongoing priority area for the school **for which we have recently achieved the Dyslexia Friendly Schools Award** and has a separate Dyslexia Friendly School Policy. This area has been identified through monitoring provision and need throughout school. It is felt that this focus will have the biggest impact for a large amount of children throughout school and will help not only children with*

dyslexic tendencies but those children with literacy learning barriers identified in Step 2 of the process. Dyslexia is a specific learning difficulty which falls under the SEN heading of Cognition and Learning. The expectation is that we will have different priority areas depending on the different needs of children within school, over time.

Step 4 - A graduated response

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

1. Assess
2. Plan
3. Do
4. Review

The work for a particular child at this stage **may** be 'additional to or different from the curriculum' available for the majority of children (s.21 Children and Families Act 2014). The aim of such provision is to remove barriers to learning and put effective special educational provision in place (NASEN guidance).

There will be an expectation at this stage for class teachers to use the school's evidence cycle plan to record targets and review impact. The Senco will support with assessing using school's materials to monitor impact and supporting teacher's to plan suitable work where this is needed.

Specialist Services and teachers with additional specialist qualifications may be called upon to provide specific interventions or strategies to be followed by all adults coming into active learning situations with the child, although this is not always necessary. The main aim is always to support the child and the priority is to identify the barrier preventing the learning rather than to seek a label at this stage.

Where a pupil is receiving SEN Support, schools will contact parents to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Usually this will take place between teacher and parent.

Individual pupil progress at SEN Support Level is monitored by the school tracking system, professional conversations and by the Headteacher in conjunction with Parents and the SENCO. We take a 'whole child' approach at Brundall School and a child's progress will not only be measured by data but by their own personal achievements. A

full report on the progress of children is presented to the Governing Body once per year and the identified SEN Governor, Melanie Garrett, takes the role of challenge regarding the progress of these children with both the SENCO and Head-teacher.

Step 5 - Formal Assessment

Should children still not be making progress, and it is felt that the provision in place cannot meet their needs, then the formal assessment procedures for an Education Health and Care Plan (EHCP) are started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority. If a child has an EHCP, a meeting will be held annually to review the outcomes. It must be noted that an EHCP does not provide funding to a school.

Complaints Procedure

If a parent feels dissatisfied with the arrangements for, or treatment of their child who has SEND, they should first contact the class teacher for a conversation. If the concern is unresolved, the SENCO could be involved at this stage. A copy of the school's complaint procedure is available on request.

This policy has been agreed by the Governors of Brundall Primary School.