

**Breckon Hill Primary**

**School**

SEND and Inclusion Policy

Reviewed 8th December 2020 By J Smith Headteacher and H Chapman SENDCo and AHT



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**Contents:**

[Statement of intent](#_Statement_of_intent_1)

1. Vulnerable Learners
2. [Identifying SEND](#_Identifying_SEND)
3. [Definitions](#_Definitions)
4. [Objectives](#_Roles_and_responsibilities)
5. [Roles and responsibilities](#_Roles_and_responsibilities_1)
6. [EYFS](#_[Primary_schools_and)
7. [Children with specific circumstances](#_Children_with_specific)
8. [Admissions](#_Admissions)
9. [Involving pupils and parents in decision-making](#_Involving_pupils_and)
10. [Joint commissioning, planning and delivery](#_Joint_commissioning,_planning)
11. [Funding](#_Funding)
12. [Local Offer](#_Local_Offer)
13. [Graduated approach](#_Graduated_approach)
14. [Assessment](#_Assessment)
15. **[New]** [Training](#_[New]_Training)
16. **[New]** [Promoting mental health and wellbeing](#_[New]_Promoting_mental)
17. [EHC plans](#_EHC_plans)
18. [Reviewing EHC plans](#_Reviewing_the_EHC)
19. [Transferring between different phases of education](#_Transferring_between_different)
20. [SEND tribunal](#_SEND_tribunal)
21. [Supporting successful preparation for adulthood](#_Supporting_successful_preparation)
22. [Data and record keeping](#_Data_and_record)
23. [Confidentiality](#_Confidentiality)
24. [Resolving disagreements](#_Resolving_disagreements)
25. [Publishing information](#_Publishing_information)
26. [Monitoring and review](#_Monitoring_and_review)

## **Statement of intent**

Breckon Hill Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

* Eliminate discrimination.
* Promote equal opportunities.
* Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, within the following principles, which underpin this policy:

* The involvement of children, parents and young people in decision-making
* The identification of children and young people’s needs
* Collaboration between education, health and social care services to provide support
* High quality provision to meet the needs of children and young people with SEND
* Greater choice and control for young people and parents over their support

# Vulnerable Learners

The school is committed to giving all our pupils every opportunity to achieve the highest of standards. We are an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups of children within our school:

* We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
* Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
* Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
* English as an Additional Language (EAL) is not considered a Special Education Need but is an additional need and therefore differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
* We focus on individual progress as the main indicator of success.

These children make up a significant proportion of the Breckon Hill Primary School population and as such, their progress and attainment is closely monitored. All of the children on the SEND/Additional Needs register receive intervention in addition to and different from differentiated classroom practice. The children with additional needs and SEND have their intervention monitored termly in pupil progress meetings and in the recording of provision. This identifies what has been successful in closing the gap. Parents are informed of any concerns about their child’s learning at parent’s evenings and during meetings with outside professionals for example, speech and language therapy or the educational psychologist.

# Identifying SEND

* 1. The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils. This may mean we identify issues such as SEMH issues, SALT etc.
	2. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress and of those who are working significantly below age-related expectations.
	3. We analyse progress and attainment will be characterised using the following stipulations:
* Progress is significantly slower than the class average, from the same baseline
* Progress fails to close the attainment gap within the class
* The attainment gap is widened by the plateauing of progress
* Attainment will be significantly below ARE

# Definitions

For this policy, a pupil has a SEN/D:

* Where their learning calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. This may mean a differentiated curriculum with taks which support different learning styles and provision and resources to support individual needs.
* Significantly greater difficulty in learning than most others of the same age.
* Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.
	1. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities.
	2. The schoolreviews how well equipped we are to provide support across the following areas:
* Communication and interaction
* Cognition and learning
* Social, emotional and mental health difficulties
* Sensory and physical needs

**Communication and interaction**

* 1. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
	2. The school recognises that:
* Pupils with Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, can have particular difficulties with social interaction.
* The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
	1. The SENDCo will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

**Cognition and learning**

* 1. Pupils with learning difficulties may require additional support
	2. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), specific learning difficulties (SpLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.
	3. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

* 1. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
	2. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

**Sensory or physical needs**

* 1. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:
* Some conditions can be age-related and can fluctuate over time.
* A pupil with a disability is covered by the definition of SEND if they require special educational provision.

# Objectives

* 1. The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:
* To follow the graduated approach outlined in the DfE’s ‘SEND Code of Practice: 0 to 25 years’.
* To monitor the progress of all pupils to aid the earliest possible identification of SEND.

# Roles and responsibilities

* 1. The governing body will be responsible for:
* Communicating with pupils with SEND and their parents when drawing up policies that affect them.
* Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHC plan.
* Securing the special educational provision called for by a pupil’s SEND.
* Designating an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils with SEND.
* Appointing a designated teacher for LAC, where appropriate.
* Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
* Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
* Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
* Regularly monitoring the school’s policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
* Preparing the accessibility plan, showing how the school intends to progressively improve access over time.
* Publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on the school’s website.
* Publishing annual information about the arrangements for the admission of pupils with SEND and the school’s accessibility plan on the school’s website.
* Developing complaints procedures.
* Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
* Ensuring arrangements are in place to support pupils at school with medical conditions.
* Cooperating with the LA in drawing up and reviewing the Local Offer.
* Appointing an individual governor or sub-committee to oversee the school’s arrangements for SEND.
	1. The SLT will be responsible for:
* Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
* Ensuring that teachers monitor and review pupils’ progress during the academic year.
* Cooperating with the LA during annual EHC plan reviews.
* Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
* Providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
* Assisting the governing body in appointing a SENDCo and a designated teacher for LAC, so that the needs of the pupils are fully understood by relevant school staff.
* Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school’s performance management arrangements.
* Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
* Ensuring teachers have an established understanding of different types of SEND.
* Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
* Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
* Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
* Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
* Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.
* Identifying any patterns in the identification of SEND within the school and comparing these with national data.
* Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
* Ensuring that the SENDCo is provided with training, with an emphasises on mental health.
	1. The SENDCo will be responsible for:
* Collaborating with the governing body and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
* Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
* The day-to-day operation and implementation of the SEND policy.
* Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
* Liaising with the relevant, designated teacher where a LAC has SEND.
* Advising on a graduated approach to providing SEND support.
* Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
* Liaising with the parents of pupils with SEND.
* Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
* Being a key point of contact for external agencies, especially the LA and LA support services.
* Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
* Providing professional guidance to colleagues and working closely with staff members, parents and other agencies.
* Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
* Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
* Ensuring that the school keeps the records of all pupils with SEND up-to-date.
* Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
* In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
* Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
* Providing training to relevant class teachers.
* Supporting teachers in the further assessment of a pupil’s particular strengths and weaknesses, and advising on effective implementation of support.
	1. Classroom teachers will be responsible for:
* Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
* Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
* Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
* Ensuring every pupil with SEND is able to study the full national curriculum.
* Being accountable for the progress and development of the pupils in their class.
* Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
* Keeping the SLT up-to-date with any changes in behaviour, academic developments and causes of concern. The inclusion team includes:
* Joanne Smith (Head Teacher)
* Dawn Camp (Deputy Head Teacher)
* Helen Chapman (Assistant Head Teacher/SENDCo & Inclusion)

# EYFS

* 1. The school ensures all staff who work with young children are alert to emerging difficulties and respond early.
	2. The school will ensure staff listen and understand when parents express concerns about their child’s development.
	3. The school will listen to any concerns raised by children themselves.
	4. The school will ensure that:
* Pupils with SEND get the support that they need.
* Pupils with SEND engage in the activities that the school offers alongside pupils who do not have SEND.
* A designated teacher, the SENDCo is responsible for coordinating SEND provision.
* Parents are informed when the school makes special educational provision for their child.
* All SEND information is available to parents on the school website and includes:
	+ Our SEND and Inclusion Policy
	+ Our arrangements for the admission of pupils with an EHCP
	+ Our Accessibility Plan

# Children with specific circumstances

**LAC**

* 1. Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being ‘looked after’ by the LA.
	2. The school has a designated member of staff for coordinating the support for LAC.

**EAL**

* 1. The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.
	2. It is necessary to consider the pupil within the context of their home, culture and community.
	3. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
	4. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
	5. The school will look carefully at all aspects of a pupil’s performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

# Admissions

* 1. The school will ensure it meets its duties set under the ‘School Admissions Code’ by:
* Not refusing admission for a child that has named the school in their EHC plan.

# Involving pupils and parents in decision-making

* 1. Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.
	2. Parents will always be formally notified when the school provides their child with SEND support.
	3. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.
	4. Decisions about education will not unnecessarily disrupt a pupil’s education or any health treatment underway.
	5. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:
* Focus on the pupil as an individual, not allowing their SEND to become a label.
* Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
* Highlight the pupil’s strengths and capabilities.
* Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
* Tailor support to the needs of the individual.
* Organise assessments to minimise demands on families.
* Bring together relevant professionals to discuss and agree together the overall approach.
	1. The class teacher will meet with pupils and their parents twice an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. The SENDCo will support this process by meeting with teachers twice an academic year to discuss the SEND children in each class - further

# Joint commissioning, planning and delivery

* 1. The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as becoming more independent.
	2. The school will work closely with local education, health and social care services to ensure pupils get the right support.
	3. The school assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people’s wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

* Improved educational progress and outcomes for children and young people with SEND.
	1. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
	2. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

# Funding

* 1. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
	2. Personal budgets are allocated from the LA’s high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

# Local Offer

* 1. In developing and reviewing the Local Offer, the school will adopt the following approach:
* Collaborative: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.
* Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils’ and parents’ needs (for example by broad age group or type of special educational provision).
* Comprehensive: Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
* Up-to-date: When parents and pupils access the Local Offer, it is important that the information is up-to-date.

# Graduated approach

* 1. Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil’s needs by:
* Establishing a clear assessment of the pupil’s needs.
* Planning the support to be put in place, as well as the expected impact on progress, development and behaviour.
* Implementing the support, with the support of the SENDCo.
* Reviewing the effectiveness of the support, and making any necessary revisions.

# Assessment

* 1. The school will, in consultation with the pupil’s parents, request a statutory assessment of SEND where the pupil’s needs cannot be met through the resources normally available within the school.
	2. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.
	3. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
	4. The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.
	5. In tracking the learning and development of pupils with SEND, the school will:
* Base decisions on the insights of the pupil and their parents.
* Set pupils challenging targets.
* Track their progress towards these goals.
* Review additional or different provisions made for them.
* Promote positive personal and social development outcomes.
* Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.
	1. Detailed assessments will identify the full range of the individual’s needs, the support given, not just the primary need.
	2. Where possible, pupils’ needs will be defined under the ‘SEND Code of Practice: 0 to 25 years’ broad areas of need:
* Communication and interaction
* Cognition and learning
* Social, emotional and mental health difficulties
* Sensory and/or physical needs
	1. Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

# Training

* 1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo as well as external agencies, where appropriate.
	2. Training will cover both the mental and physical needs of pupils with SEND.
	3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
	4. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.
	5. During staff induction, all staff will receive SEND training.
	6. Training will cover the following:
* Identifying SEND in pupils
* Liaising with the school’s SENDCo
* Implementing support measures
* Monitoring the success of those support measures
* De-escalation techniques
* Positive behaviour management
* How to develop peaceful learning environments
* How to develop lessons so they are engaging for pupils with varying forms of SEND
* Reasonable adjustments
* How to help with emotional development

# Promoting mental health and wellbeing

* 1. The curriculum for PSHE will focus on promoting pupils’ resilience, confidence and ability to learn.
	2. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
	3. An educational psychologist will be available where a pupil requires such services.
	4. Where appropriate, the school will support parents in the management and development of their child.
	5. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.
	6. For pupils with more complex problems, additional in-school support will include:
* Supporting the pupil’s teacher, to help them manage the pupil’s behaviour.
* One-to-one therapeutic work with the pupil, delivered by mental health specialists. (CATS)
* An Health Care Plan. All schools must comply with the statutory duty of caring for pupils with medical needs.
* Providing professional mental health recommendations. (CAMHS)
* Family support, upon the recommendation of mental health professionals. (Early Help)
	1. The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.
	2. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

# EHC plans

* 1. The school will fully cooperate with the LA when research about the pupil is being conducted.
	2. The school will provide the LA with any information or evidence needed.
	3. All relevant teachers will be involved in contributing information to the LA.
	4. If the school decides to implement an EHC plan, the parents and the pupil will be informed, including the reasons for this decision.
	5. The school will meet its duty to provide parents or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
	6. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil’s outcomes can be met through the school’s existing provision.
	7. If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
	8. The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.
	9. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil’s needs and that arrangements are in place to meet them.
	10. All reasonable provisions will be taken by the school to provide a high standard of education.
	11. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
	12. The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
	13. The school will ensure that each pupil’s EHC plan includes the statutory sections outlined in the ‘SEND Code of Practice: 0 to 25 years’, labelled separately from one another.
	14. If a pupil’s needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
* Thereafter, the headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
* Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
	1. The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
	2. Information regarding a pupil’s EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan.
	3. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
	4. Where necessary, the school will provide support from an advocate to ensure the pupil’s views are heard and acknowledged.
	5. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.
	6. The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

# Reviewing the EHC plan

* 1. The school will:
* Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
* Ensure that the appropriate people are given at least two weeks’ notice of the date of the meeting.
* Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
* Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
* Cooperate with the LA during annual reviews.
* Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
* Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
* Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
* Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
* Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

# Transferring between different phases of education

* 1. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase.
	2. The key transfers are as follows:
* 2 years old provision to Nursery
* Nursery to Reception
* Reception to Key Stage 1
* Key Stage 1 to Key Stage 2
* Key Stage 2 to Secondary Education

# SEND tribunal

* 1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil’s education suffering.
	2. In all cases, the school’s written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
	3. Following a parent’s serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
* Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.
* [EYFS] Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.
	1. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the ‘SEND Code of Practice: 0 to 25 years’.
	2. Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.
	3. If disagreements are not resolved at a local level, the case will be referred to the ESFA.
	4. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
	5. All staff involved in the care of the pupil will cooperate with parents, to provide the pupil with the highest standard of support and education.

# Data and record keeping

* 1. The school will:
* Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
* Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
* Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
	1. The school keeps data on the levels and types of need within the school and makes this available to the LA.

# Resolving disagreements

* 1. The school is committed to resolving disagreements between pupils and the school.
	2. In carrying out of duties, we:
* Support early resolution of disagreements at the local level.
* Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy.

# Publishing information

* 1. The school will publish information on our website about the implementation of the SEND Policy.
	2. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

# Monitoring and review

* 1. The policy is reviewed on an annual basis by the Headteacher in conjunction with the Governing Body; any changes made to this policy will be communicated to all members of staff.
	2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

**Breckon Hill Primary School**

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***Meeting the Needs of Vulnerable Learners and Pupils with Special Educational Needs and Disabilities (SEND)***

**The School Offer**

**Breckon Hill Primary School Vision**

**We expect everyone to work hard and be kind.**

**Our aims are:**

* + - **Everyone should have a positive attitude to school life and learning**
		- **Everyone to celebrate our similarities and differences**
		- **Everyone to feel safe and welcome**
		- **Everyone to feel proud of belonging to the Breckon Hill School family, our community and town.**

**Breckon Hill Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs.**

**The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies and according to resourcing/funding available to school. It is designed to promote pupils working towards becoming independent and resilient.**

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| **Information and Guidance****Who should I contact to discuss the concerns or needs of my child?** |
| Class teacherAssistant Head Teacher and SENDCo - **Mrs Helen Chapman**Head TeacherMrs Joanne SmithSEND Governor | Is responsible for:* adapting and refining the curriculum to respond to strengths and needs of all pupils;
* assessment and monitoring the progress of your child and identifying, planning and delivering differentiated in class support;
* communicating with parents/carers to pass on any concerns they have with regards to your child;
* applying the school’s Inclusion Policy.

If you have concerns about your child you should speak to your child’s teacher first. You may then be directed to Mrs Chapman.Is responsible for:* coordinating provision for children with SEND and additional needs;
* coordinating provision for children with medical needs;
* developing, implementing and monitoring the school’s inclusion Policy.

Ensuring that parents/carers are:* involved in supporting their child’s learning and access;
* kept informed about the range and level of support offered to their child;
* included in reviewing how their child is doing;
* consulted about planning successful movement (transition) to a new class or a new school;
* liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties;
* providing specialist advice and facilitating training to ensure that all staff are skilled and confident about reaching a range of needs;
* ensuring any medical needs are catered for in school and staff working with your child are aware of any such needs.

Is responsible for:* the day-to-day management of all aspects of the school, including the provision for pupils with additional needs and SEND.

Is responsible for:* supporting the school in evaluating and developing quality and impact of provision for pupils with additional needs and SEND across the school.
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| **Assessment, Planning and Review****How can I find out about how my child is doing?** |
| Ongoing monitoring by the class teacher identifies pupils who are not making progress, are not at National Age Related Expectations (NARE) or who have behavioural needs which are affecting their ability to engage in learning activities. After discussions with parents and key staff, additional strategies may be put into place to provide enhanced resources and targeted support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.This additional support will be documented in a Provision Map and recorded on Target Tracker.In consultation with the Inclusion Lead and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address, and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil’s strengths as well as their difficulties.In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood. Regular meetings are held to discuss progress. Some reviews may be more formal where parents, relevant external agencies and, when appropriate, pupils are invited and their contribution valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the Middlesbrough Local Offer, available on the Middlesbrough Council Website.**Tests and Examinations: Access Arrangements**For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCo will inform you about eligibility and applications for these arrangements.  |
| **Curriculum and Teaching Methods (including groupings and interventions)****How will teaching be adapted to meet the needs of my child?** |
| We plan, deliver and monitor ‘Quality First’ teaching. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil’s needs. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed settings to maximise learning opportunities for all. This will also include extension activities for the more able children.Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some support and provision may change as needs are identified.Best practice indicates that teaching assistants should be used to facilitate and support the pupil towards a model of independent learning and should never be used as simply the child’s ‘extra helper’. |
| **Support** |
| Where pupils are meeting National Curriculum expectations and making good progress, they are likely to receive support via Quality First teaching and in-class differentiation. Priority will be given to those pupils who are not on track in terms of National Curriculum attainment or who are not making satisfactory progress. |
| **Access to learning and the curriculum** |
| Access to learning support:* In all year groups
* Regular support groups
* Intensive programmes for key literacy and numeracy skills
* Intensive programme to support working memory
* Intensive programme to support early communication
* Appropriate training for staff to meet children’s needs
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| Strategies to support speech and language:* Advice from Speech and Language Therapist disseminated to and followed by teaching staff
* Support staff attend Speech and Language appointments when it is appropriate
* Specific differentiation or modification of resources
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| Strategies to support and develop English:* One to one reading with a member of staff
* Guided reading in the class
* Regular teaching of phonics in the class
* Small targeted groups in reading and writing
* Additional English teaching in selected years to facilitate provision of additional small English groups
* Use of IT Software programmes designed to support reading and writing
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| Strategies to support and develop Maths:* Small group intervention programmes
* Additional maths teaching in selected years to facilitate provision of additional small maths groups
* Access to a specialist maths teacher to support children and offer advice to teachers and parents
* Use of IT Software programmes designed to support maths
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| Provision to support access to the curriculum:* Close monitoring through assessment to identify need
* Differentiated curriculum
* Support where applicable
* A range of resources, which meet the needs of a range of learning styles and needs.
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| Strategies to support independent learning:* Timed tasks and short challenges
* Visual resources
* Clear success criteria
* Mentoring by teaching or support staff
* Differentiated activities
* Pre-teach/Extension activities for all curriculum subjects
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| **Pastoral Support** |
| Strategies to support the development of pupils’ social skills and enhance self-esteem:* Thrive – to support social and emotional wellbeing
* Lunchtime activities
* Small group programmes to support social, emotional and communication skills
* Play and behaviour therapy
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| Strategies to reduce anxiety and promote emotional wellbeing (including communication with parents):* Transition support
* Play and behaviour therapy
* Outside agencies working with children in school
* Regular contact and liaison with parents/carers via class assemblies, meet the parents week, parent consultation meetings, weekly newsletter, letters home, transition meetings, SEN meetings, meetings involving school staff and external professionals, school reports.
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| Strategies to support behaviour:* School rewards and sanctions system set out in the school’s Behaviour Policy
* Reward charts
* Thrive
* Play and behaviour therapy
* Trained staff supervising during breaks and lunchtimes
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| Assessment, Provision, evaluation and next steps:* Termly reviews with parents and annual school report
* Pupil progress reviews termly to inform future needs and close any gaps
* Individual assessment reported termly to inform future needs and close any gaps.
* Provision reviewed termly for all children on the SEND/Additional Needs Register to check for impact, inform future needs and close any gaps
* SEN Support Plans for all the children with an EHCP, EHCP application, receiving high needs funding, reviewed termly for future needs and close any gaps
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| **Accessibility – getting about** |
| Access to strategies to support occupational and physiotherapy needs:* Advice from professionals disseminated and followed
* Use of recommended equipment
* Exam arrangements e.g. modified print, extra time
* Physiotherapy and occupational therapy programmes
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| Access to modified equipment and digital technology:* Specialist equipment as required on an individual basis
* Software to support learning
* Laptop and tablets as appropriate to age and need
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| Accessibility for children and adults with physical disabilities:* The School is a one storey building and is fully wheelchair accessible.
* There are 6 disabled toilets in school they are located strategically to include all areas.
* One disabled toilet, located next to the Sports Hall includes a shower.
* There is a sound field located in the school reception area.
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| Access to Medical Interventions:* Use of individualised Health Care Plans (HCPs)
* First Aiders
* Referrals to medical professionals
* Referrals to the school nurse
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| Communication with Professionals and Parents:* Appointments made with the SENCo
* Referrals to outside agencies, parents are informed at all times
* Meetings held with outside agencies to keep parents informed and enable them to share their views.
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| External AgenciesThe School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:* School Nursing Service
* Speech and Language
* Educational Psychology
* Child and Adolescent Mental Health Service (CAMHS)
* Occupational/Physiotherapy Services
* Paediatric Services
* Voluntary agencies
* Social Care
* Pupil Referral Unit (for assessment process)

There is also support for children with special educational needs and disabilities (SEND) available through Middlesbrough Council *(http://www.middlesbrough.gov.uk)* |
| **Staffing Expertise****How skilled are staff in meeting the needs of my child?** |
| An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with special educational needs and disabilities, including training in Autistic Spectrum disorders, how to support working memory, reading recovery, speech and language to give some examples.**In house bought in services:*** Child and Adolescent Therapy Solutions
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| **Transition****How will school help my child move to a new class or a different school** |
| When children move to another school, we will contact the school SENDCo and share any information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.When children move class within school, a meeting will take place with the existing and the new teacher to discuss any special arrangement and support that has been made to help your child to achieve their learning goals.When your child moves from Year 6 to Year 7, we will contact the school SENDCo and share any information about special arrangements and support that has been made to help your child achieve their learning goals. In addition there will transition visits to the new school. In some cases, additional multi-agency meetings may be arranged to create a more detailed transition plan and this may also include extra visits to the new school. |
| **Who do I talk to if I am unhappy with my child’s support or progress?** |
| * **Class teacher**
* **Assistant Head Teacher/SENDCo – Mrs Chapman**
* **Deputy Head Teacher – Mrs Camp**
* **Head Teacher – Mrs Smith**

**School telephone number: 01642 243044****Email: contact@breckonhillprimary.co.uk** |
| **Further information about support and services for pupils and their families can be found in The Local Authority Local Offer - *(localoffer.middlesbrough.gov.uk)*** |