




Brisbane Park Infant School

SEND policy and information report

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1. Aims

At Brisbane Park Infant School, we are committed to making our best endeavours to meet the special educational needs of all children and ensuring that they achieve the best possible educational and other outcomes. Every teacher is a teacher of every child, including those with SEND.

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education where individual potential can be realised. Within a caring and mutually supportive environment we aim to:

Build upon the strengths and achievements of every child.

Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem, regardless of gender, background, race or ability.

Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, gifts and talents, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.

Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the children's progress and Special Educational Provision (SEP) made for them.

Allocate resources that can be flexibly used to support all children's progress.

Put programmes in place for individuals and groups of children, which enable all to make the best progress.

Liaise with appropriate services working with our children and families, and work towards developing expertise in using inclusive teaching and learning strategies.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
 - [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Cheryl Hagen.

They will:

- > Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school*
- > Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans*
- > Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching*
- > Advise on the graduated approach to providing SEND support*
- > Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- > Be the point of contact for external agencies, especially the local authority (LA) and its support services*
- > Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements*
- > Ensure the school keeps the records of all pupils with SEND up to date*

4.2 The SEND Governor

The SEND Governor will:

- > Help to raise awareness of SEND issues at governing board meetings*
- > Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this*
- > Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school*

4.3 The headteacher

The headteacher will:

- > Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school*
- > Have overall responsibility for the provision and progress of learners with SEND and/or a disability*

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), identified trauma and ACEs.
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. We identify the needs of children by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting, the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All children will have induction sessions as part of preparing to move and these will be increased in accordance with individual need.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The strategies and interventions agreed in the IPP will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

5.7 Adaptations to the curriculum and learning environment

The school recognises that pupils at school 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 (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

We make the following adaptations to ensure all pupils' needs are met:

- > Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.*
- > Adapting our resources and staffing*
- > Using recommended aids such as coloured overlays, visual timetables, larger font, etc.*
- > Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.*

5.8 Additional support for learning

Medical issues are first discussed with the parents/carer. If support is required the required health professionals will be contacted. The child may then be referred for assessment through his/her GP. If a teacher is concerned about the welfare of a child they should consult the SENDCO and/or Headteacher as Designated Safeguard Lead. Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, Educational psychologist, CAMHS etc.

The School's Designated Safeguard Lead is the head teacher, Mrs. Andrea Sweeting and deputy Designated Safeguard Lead - Cheryl Hagen.

The school has a Safeguarding Governor - Mrs Jackie Ennis

We have teaching assistants who are trained to deliver interventions such as Reading Intervention, SERis and ELSA.

Teaching assistants will support pupils on a 1:1 basis when there is an identified area of need, either as learning difficulties, medical or behavioural needs.

Teaching assistants will support pupils in small groups in accordance with the provision mapping.

5.9 Expertise and training of staff

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Our SENDCO has experience in this role and is allocated time to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We use specialist staff for counselling, draw and talk therapy and Reading Intervention.

5.10 Securing equipment and facilities

Resources are used in accordance with need or as recommended by outside agencies.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- > Reviewing pupils' individual progress towards their goals each term*
- > Reviewing the impact of interventions termly/half termly*
- > Using pupil questionnaires*
- > Monitoring by the SENDCO*
- > Using provision maps to measure progress*
- > Holding annual/six monthly reviews for pupils with EHC plans (age dependant).*

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops and other whole school events.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Arrangements for the admission of disabled pupils.

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated and any oversubscription criteria that prioritise pupils with disabilities Adaptations have been made to ensure that the physical environment enables disabled pupils to take better advantage of the

education, benefits, facilities and services at Brisbane Park Infants. This includes an accessible toilet and changing room as well as accessible corridors, classrooms and outdoor space.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils have access to SERiS and ELSA
- Pupils with SEND are also encouraged to be part in themed weeks i.e. art/carnival week, RHE week and outdoor education provision to promote teamwork/building friendships We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCO. Parents are encouraged to be involved with target setting for personalised plans (IPPs). Some home activities may be provided. Parents and children are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review (or more frequently if required), along with relevant support service personnel connected to the child, and the child themselves (where appropriate). The Governors' Annual Report informs all parents of changes to the SEND Policy and of the outcomes of targets set in the Policy and new targets set for the coming year. Medical issues are first discussed with the parents/carer. If support is required the required health professionals will be contacted. The child may then be referred for assessment through his/her GP. If a teacher is concerned about the welfare of a child they should consult the SENDCO and/or Headteacher as Child Protection Co-ordinator. Depending on the special educational needs of the children different agencies may be involved

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

<http://www.iassnetwork.org.uk/find-your-iass/north-west/cumbria/>

5.17 Contact details for raising concerns

Where concerns need to be raised initial contact should be through the Headteacher, Andrea Sweeting or the SENDCO Cheryl Hagen.

5.18 The local authority local offer

Supporting pupils and families Cumbria Local Authority's Local Offer can be found at [Families Information / Special Educational Needs and/or Disabilities \(SEND\) Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Cheryl Hagen, SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- > Accessibility plan*
- > Behaviour policy*
- > Equality information and objectives*
- > Supporting pupils with medical conditions policy*