



Special Educational Needs and Disability Policy

Love God, love learning, love one another.

Matthew 22: 36-40

Philosophy:

We at Brereton CE Primary School strive to ensure the inclusion of every child, responding to individual needs with respect and compassion. We believe all children are entitled to develop a love of learning, a broad and balanced curriculum and the culture, practice, management and deployment of resources are designed to ensure all children's needs are met, in accordance with the special Educational Needs and Disability code of practice.

Definition:

The national Code of practice identifies a child as meeting the criteria for SEN when they require provision that is 'different from or additional to that normally available to pupils of the same age'.

Aims:

At Brereton CE Primary School we aim to meet the needs of all pupils in the school. We will use our best endeavours to:

- Ensure all children can aspire, achieve and maintain positive relationships.
- Identify pupils with SEN as early as possible.
- Enable pupils to be offered access to a broad, balanced and differentiated curriculum with the maximum degree of social and educational inclusion.
- Enable teachers to make appropriate provision for all their pupils through support, information and advice.
- Develop a partnership between parents, pupils and the school, in which each has an active role to play in the education of SEN pupils.
- Develop a wide community involvement in SEN through multi-agency partnership.
- Ensure all children make appropriate, individual progress.
- Monitor and review individual needs of children and provision.

Identification:

In line with the SEND code of practice, the school follows a graduated response using the 'Assess, Plan, Do, Review' cycle, to a child's SEN needs or disability.

Children are identified through 3 possible routes:

- Pupil progress meetings with the headteacher and class teacher. The teacher will have identified children who are not making expected progress and will adapt their quality first teaching (QFT). If the child is not making progress in spite of this the SENDCo will discuss a plan of action.
- Through the class teachers continuous assessment and monitoring (Assess, Plan, Do, Review in QFT). The teacher will seek to identify a cause and solution and will seek advice from the SENDCo.
- Parents sometimes identify areas of need and request the class teacher to investigate further.

We use the one page pupil profile to assist us in our Assess, Plan, Do, Review cycle. Frequently, the identified concern can be addressed through QFT or some parental support. If the needs of the child require further support the child may be placed on our SEN register and parents will be contacted.



Children requiring additional to or different from provision will be placed on the schools register. Those with significant needs may require multi-agency support or an EHC plan. Termly meetings will be held to review the provision in place and agree a plan moving forward. These meetings will include the views of the child, the parent and the school.

Children identified as having 'high needs' may have an EHC plan, which will be reviewed formally each year involving the Local Authority and updated throughout the year. Termly meetings will be held to review the provision in place and agree a plan moving forward. These meetings will include the views of the child, the parent and the school.

Practice:

All children progress at different rates, but where children fail to achieve adequate progress or demonstrate additional needs, despite having adapted QFT and access to a differentiated programme, appropriate provision to meet the child's needs will be determined. The nature of the provision will be dependent on the needs of the individual, expertise of staff and availability of resources. We aim to provide QFT at class level, but also offer small group support or individual support if required. Behavioural difficulties do not necessarily mean that a child has a SEN and should not automatically lead to a pupil being registered as SEN. Having a diagnosis (e.g. ASC, ADHD, and Dyslexia) does also not automatically mean a child needs to be on our SEN register. Each child's individual needs will be considered and support given as required.

Governing Body Role:

- To ensure that the school complies with the statutory guidance of the SEND code of practice (2014)
- To ensure there is a nominated link governor to liaise with the SENDCo and report back to the governing body. For 2022-23, our governor is Helen Harper.
- To ensure there is an appointed, qualified member of staff to be the SENDCo (Special Educational Needs and Disabilities Co-ordinator); Richard Cotton
- To ensure that funding is in place to support this policy.

Headteacher Role:

- To ensure all school staff, pupils and parents comply with this policy.
- To ensure the management of SEND provision is effective.
- To work closely with the SENDCo and the teaching and support staff.
- To keep the governing body informed of its responsibilities for the provision of SEND.
- Monitor the effectiveness of this policy.
- To report annually to the governing body on the success and development of this policy.

SENDCo (Special Educational Needs and Disability Coordinator) Role:

- Work alongside the Headteacher to oversee the provision for pupils with SEN.
- Lead the development of SEN throughout the school.
- Provide guidance and support to all staff.
- Organise and manage the delivery of intervention programmes with the lead person delivering those programmes.
- Ensure all teachers prepare and keep up to date school SSPs (SEND support plans) for children in their class.
- Track the progress of children with SEN.
- Organise annual reviews for children with EHCPs
- Meet with outside agencies.



- Liaise with feeder or transition schools.
- Monitor and adapt intervention/provision impact throughout the school.

Nominated Governor Role:

- Work closely with the Headteacher and the SENDCo.
- Ensure that this policy and any link policies are up to date.
- Report to the governing body regularly.
- Annually report to the governing body on the success and development of this policy.
- Ensure that everyone connected with the school is aware of this policy.

Class Teacher Role:

- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning.
- To know the identification and assessment of pupils with SEND procedure and the provision the school makes for them.
- To liaise with the SENDCo at the earliest opportunity of any concerns they have that may lead to identification of SEN.
- To deliver the individual differentiated programme for each SEN pupil set out in the SSP.
- To develop SSPs for SEN pupils working closely with the SENDCo and support staff.
- To liaise with parents over SEND identification and provision.
- To comply with all aspects of this policy.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Where pupils access support from teaching assistants or specialist staff or where interventions take place away from the classroom, the class teacher should remain responsible for working with the child on a daily basis.

Parent Role:

- To take part in the review of SSPs.
- To attend annual reviews of EHCPs
- To work closely with the school in order to develop a partnership which will support SEND pupils.

Partnerships with parents are crucial; parents should be consulted by the class teacher when concerns arise. Parental views will be sought when evaluating SSPs. Inquiries and concerns about a child's progress should be addressed at first to the class teacher since he/she is the person who knows the child best. Further enquiry can be addressed by the SENDCo. Please make an appointment through the school office if you wish to speak to the SENDCo.

Pupils Role:

Children registered as having SEN will, where possible, participate in decisions made that affect their education, including the setting of targets and contributing to the SFPs. Children should feel confident that they will be listened to and their views valued and respected.

Local Offer:

A school Local Offer giving information about how the needs of pupils with SEND can be met in our setting is available on the school website.



Conclusion:

It is hoped that most children's needs will be met through quality first teaching and differentiated support. At Brereton CE Primary School we will use our best endeavours to ensure that the necessary provision is made for any individual who has been identified and having SEN or disability.

Review Date: 12.09.2022