



**BOURNEBROOK  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**

**SEND Policy**

Approved Date: February 2019  
Next review due date: February 2020

The following policy was created in collaboration with parents, pupils, staff and governors and reflects the Special Educational Needs and Disability Code of Practice 0-25 (2014) DfE and The Children and Families Act (2014).

### **Special Educational Needs Co-ordinator (SENCO)**

Miss Ellie Davies is the SENCO. She is responsible for the daily operation of the school SEND Policy and the co-ordination of provision. . She can be contacted at the school.

### **SEND Governor**

Michael Cullum is our named SEND Governor. He is responsible for monitoring the SEND provision throughout the school and reporting to the Governing Body at their termly meetings.

### **Designated Teacher for Child Protection**

Mrs Alison Patchett (headteacher) is responsible for all matters related to Child Protection.

### **Headteacher**

Mrs Alison Patchett is responsible for the budget (including Pupil Premium and Looked After Children funding) and overall management of SEND, throughout the school.

### **Definition of Special Educational Needs**

The Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) states that:

If a child has:

- (a) a significantly greater difficulty in learning than the majority of children of the same age;  
or
- (b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Then that child or young person is deemed as having a special educational need and special educational provision should be made for them.

### **Bournebrook School Aims and Vision**

**At Bournebrook School we strive to ensure that it is a place where:**

- *Happy children enjoy coming to school*
- *Christian values guide us*
- *Everyone has pride in what they do*
- *High standards and excellence are achieved through an engaging and challenging curriculum*
- *The individual gifts and talents of all are recognised and nurtured*
- *There are positive relationships throughout the whole community and everyone is treated with respect*
- *Everyone feels safe all of the time*

All children are offered a broad, balanced curriculum including a wide range of learning experiences in order to develop knowledge, skills and understanding of themselves and the world in which they live.

Our practice at Bournebrook is aimed at raising the aspirations of, and expectations for, all pupils with SEND.

The Bournebrook Way reinforces that everyone is expected to show consideration for others. In order to prepare our children for a place in a wider society, we encourage an awareness of different cultures alongside the Christian ethos of our school.

We depend on a close partnership between school, home, the Church and other local communities.

### **Entitlement**

At Bournebrook, we believe that:-

- Every child should have the opportunity to experience success in learning and to achieve as high a standard as possible.
- Children with Special Educational Needs and additional needs should have their needs met.
- All teachers are teachers of children with SEND.
- Approaches to teaching and learning should be planned to enable all pupils to take part in lessons fully and effectively.
- The Special Educational Needs or additional needs of children should normally be met in mainstream schools.
- Children with SEND should be offered full access to a broad, balanced and relevant education.

### **Roles and Responsibilities**

#### **Local Authority (LA) Warwickshire**

The LA provides:

- Comprehensive guidelines to support the provision of Special Educational Needs (Warwickshire Special Educational Needs Reference Documents at [Warwickshire.gov.uk/sendocs](http://Warwickshire.gov.uk/sendocs)).
- Support for Assessment, Statementing and Reviews
- SEN Training
- SEN Transport
- Monitoring of Practice
- Finance
- Support Services
- Educational Psychology Service (Ed. Psych)
- Integrated Disability Service (IDS)
- Early Intervention Service (EIS)

#### **Governing Body**

It is the responsibility of the Governing Body to ensure that SEND provision at Bournebrook School is in line with the recommendations on the SEND Code of Practice (DfE 2014). It also follows the LA Guidelines within the Warwickshire Special Educational Needs Reference Documents.

The Governing Body is responsible for reviewing SEND provision in its Annual Report to Parents. It is the responsibility of all Governors to maintain high levels of confidentiality at all times.

#### **School Staff**

All school staff undertake relevant training in SEND related areas as the need arises. They support children in class, in small groups and individually, they regularly monitor progress and liaise closely with external providers, to report on progress and inform future planning.

#### **STS**

Bournebrook purchases support from Specialist Teacher Service.. They may use diagnostic tests to identify children's specific needs. She also works with individual children and small groups and liaises with school staff towards the creation of a child's personal learning plan. She also delivers training to school staff in response to the school's self evaluation process.

#### **Education Psychologist (Ed Psych)**

Mrs Katrina Williams regularly assesses identified children and provides evidence and advice for children and parents throughout the statementing process.

### **Admission Arrangements**

When children who have had pre-school SEND provision or SEND provision with another school enrol at Bournebrook, we liaise with the appropriate agencies.

### **Accessibility**

Bournebrook has wheelchair access to all educational areas in the main school buildings. Anyone who has any concerns about physical access to the buildings are welcome to discuss these with the Headteacher or SENCO. We will actively seek to ensure that disabled people (including pupils) are not treated less favourably than others.

### **Storing and Managing of Information**

In line with our other school policies all data and confidential documents are stored in a secure manner. Once they no longer need to be stored they are either securely passed on to the next school or deleted from systems or shredded. Oral information is dealt with in a private and sensitive manner.

### **Identification, Assessment and Review Procedures**

Our school complies with the SEND Code of Practice 0-25 recommendations, and guidelines for the identification and assessment of special educational need. The Code describes four broad areas of need. They are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The Code states that:

In the majority of cases, individual needs will be met by differentiation in the mainstream classroom. Where children fail to make adequate progress, despite receiving quality-first teaching, they may be considered to have Special Educational Needs or additional needs and they will receive additional interventions and/or different support. The Code also identifies that there are additional factors which may impact upon progress that are not SEND factors.

Such as:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child

Any 'additional or different to' support that is received will be outlined in the school's provision map and group or individual learning plans. These will be reviewed on a termly (or more frequent basis if deemed necessary).

The SEND Code of Practice 0-25 (2014) DfE sets out that there is one single category of SEN support. Therefore at Bournebrook we use a graduated approach to SEN and apply the Assess, Plan, Do and Review cycle to identify the needs of all pupils. This therefore means that the school provides the most suited provision for each child and that the school can use its own learning support arrangements to address many of the children's needs. When a child's needs cannot be fully met through the school's internal support mechanisms then they are placed onto the school's SEN record and external specialists such as EIS, IDS or the Educational Psychology Service may be used to support the higher level needs of these children.

For children with particularly complex and/or high level needs, many of whom may have a Statement of Educational Need, an Education and Health Care Plan (EHCP) will be created in the future. This will be drawn up in liaison with the pupil, parents, the school, the local authority and health partners. For some of these children additional funding will be necessary to enable them to be educated at Bournebrook. This funding can be secured through an application to the Local Authority Higher Needs Block of funding.

Assessments used to gather data for both the implementation or ceasing of additional and different to support are:

- evidence from teacher observation and assessment used to inform termly tracking.
- the child's performance against age appropriate descriptors within the National Curriculum (2014).
- Assessments of pupil progress against specified Literacy, Numeracy objectives and Social Progress Indicators.
- end of year tests (Y3 to Y5).
- Year 2 or Year 6 SATs
- standardised screening or assessment tools.

Once children have 'closed the gap' to their peers or are deemed by the school to no longer be in need of 'additional or different to' support their parents are consulted.

## **2.1 Curriculum Access and Inclusion**

Bournebrook School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos.
- broad and balanced curriculum for all pupils through Foundation Stage, KS1 and KS2.
- systems for early identification of barriers to learning and participation.
- high expectations and suitable progress targets for all children.
- materials and lessons plans which are differentiated to enable all pupils to succeed at their appropriate level.
- in class support for groups of, or individual, pupils to overcome potential barriers to learning.
- withdrawal, where appropriate, on a half termly rotational basis so children are not missing the same lessons.
- special arrangements for assessments.

All the children are part of mixed ability classes and have access to all school activities.

Any withdrawal arrangements for specialist support are made in consultation with the SENCO, Class Teacher, Headteacher and Parents and are regularly reviewed.

## **2.2 Evaluating Success**

The Governing Body, Headteacher, SENDCO and SEND Governor evaluate the success of the education which is provided at Bournebrook School for pupils with Special Educational Needs.

The success of our school's SEND policy and provision can be evaluated through:

The SEND Code of Practice 0-25 (2014) DfES:

- Children on the SEND Record are monitored regularly by their Class Teacher and a Teaching Assistant. Any concerns are discussed with the SENCO and the appropriate action is taken.
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts.
- Data for pupils on the SEND record.
- Movement through or off the Special Needs Record
- Personal and group targets are reviewed termly unless amendments are needed prior to this. Targets achieved and progress recorded.
- Monitoring of classroom practice by SENDCO/Subject Co-Ordinators/HT/SLT
- Termly monitoring of procedures and practice by the SEND Governor
- School self evaluation
- The Governors' Annual Report to Parents

- Using LA SEND data/Specialist visit information
- The School Learning Improvement Plan (LIP)
- Ensuring that pupils with SEND take part in as many of the school's normal activities as possible.
- Parents are informed of the level of support their child is receiving and are involved in termly target setting and reviews.
- Outside agencies are involved with all pupils that warrant a higher level of support according to the Code of Practice requirements.

### **2.3 Complaints Procedures**

We always aim to resolve issues quickly, however in the event a matter cannot be resolved by speaking to the class teacher or headteacher, a copy of the complaints procedure is available on the website / school office.

## **3 Partnership within the school and with appropriate outside agencies**

### **3.1 Staff Development and Performance Management**

SEND In-Service training of staff will be an on-going process and will be identified in our school Learning Improvement Plan and through the Performance Management process.

### **3.2 Links with other agencies, organisations and Support Services**

Expertise, advice and training from the following sources will be sought as required:

- Specialist Teacher Service
- Integrated Disability Services (IDS)
- Educational Psychology Services
- Speech and Language Therapy Service
- Social Services
- Children and Adult Mental Health Service (CAMHS)
- Early Help Framework
- Primary Mental Health Team
- Educational Welfare Services via the SENDgateway ([sendgateway.org.uk](http://sendgateway.org.uk))
- LA Special Educational Needs – Gateway Alliance training
- School Nurse

### **3.3 Partnership with Parents**

Engaging parents in their child's SEND provision will be implemented using the SEND Code of Practice 0-25 guidelines, which state that:

All parents of children with SEND should be treated as partners. They will be informed when their children are initially identified as having SEND.

There are leaflets relating to Special Needs in the school reception area and information and signposting is on our school website.

Parents should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND Framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any decision-making processes about Special Educational provision.
- Parents will be invited to discuss the outcomes of any assessment with the Specialist who completed it.

### **3.4 Pupil Participation**

The Code of Practice (2014) states that the views of pupils should be included in discussions regarding the planning and reviewing of their SEND support.

We at Bournebrook believe that:

Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight, according to the age, maturity and capability of the child.

Therefore children at Bournebrook are:

- Encouraged to participate in target setting and be aware of their personal targets.
- Encouraged to review their personal targets with staff and parents

### **3.5 Transition arrangements and links with other schools**

On transition between classes or schools all information regarding each child including any 'additional or different to' provision is passed on to the receiving teacher or school. In response to parent requests, additional transition meetings are now offered to the parents of those children with a particularly high level of need.

Written transfer forms are discussed between the Year 6 teacher and the relevant secondary teacher in liaison with the SENDCO.

The latest teacher assessments and Personal Plans are sent to the new school either on Year 6 transfer, or earlier if a child leaves before Year 6.

## **4 Equality Act (2010)**

Under this act, a school must take reasonable steps to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

However, not all pupils who have a disability will have additional or Special Educational Needs.