



BOURNEBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

SEND Policy

Approved Date: October 2023
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Next review: September 2026

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 (SENDCo)

Mrs Ellie Nelson the SENDCo. 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

Maureen Pegg is our named SEND Governor. She is responsible for monitoring the SEND provision throughout the school and reporting to the Governing Body at their termly meetings.

Headteacher

Mrs Nicola Smith 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

Our vision for Bournebrook is based upon Corinthians, chapter 16: verse 14,
"Let all that you do be done in love."

Our aim is to be a school "Where children grow and flourish, cradled by Christian values."

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

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).
- 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.

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 and the SENDCo, 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 and also work with individual children and small groups and liaises with school staff towards the creation of a child's personal learning plan. Training may also be delivered.

Education Psychologist (Ed Psych)

Our Ed Psych regularly assess identified children and provides evidence and advice for children and parents throughout the process for EHC plan applications.

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 Head teacher or SENDCo.

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
- Sensory and/or physical development

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). Targets and support are discussed with parents in Structured Conversation meetings twice yearly.

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 STS, 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 English, Maths objectives and Social Progress Indicators.
- end of year tests (Y3 to Y5).
- Year 6 SATs
- Children's work
- 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 SENDCo, Class Teacher, Head teacher 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 SENDCo 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 Head teacher, 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 (STS)
- 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 SEND gateway (sendgateway.org.uk)
- LA Special Educational Needs
- School Nurse / nursing team/ COMPASS
- Sycamore Counselling

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.