

Broadwas CE Primary School, Broadwas on Teme, Worcester, WR6 5NE

Special Educational Needs and Disabilities (SEND) Policy

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Special educational needs and disability code of practice: 0 - 25 years, page 25, Department for Education, January 2015)

1 Introduction

1.1 This school aims to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements may arise as a consequence of a child having a special educational need and/or disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have a special educational need and/or disability throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and/or disabilities takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 The aims of this policy are:

- to outline how our school meets the needs of each child within it by ensuring that the special educational needs/disabilities of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;

- to identify the roles and responsibilities of staff in providing for children's special educational needs and/or disabilities;
- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

3.1 Through appropriate curricular provision, including a variety of classroom management and behaviour strategies, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs and disabilities

4.1 Children with special educational needs and/or disabilities often require special provision to be made, above and beyond that which is 'Ordinarily Available'.

4.2 'Ordinarily Available' provision is included on the school website, along with an information leaflet for Parents, detailing our provision at Broadwas.

4.3 There are four broad areas of need; **Communication and Interaction** (Speech, Language and Communication Need - SLCN), **Cognition and Learning** (Specific Learning Difficulties – SpLD, Moderate Learning Difficulties – MLD and Severe Learning Difficulties – SLD), **Social, Emotional and Mental Health (SEMH)** and **Sensory and/or physical needs**.

4.4 In our school, the Special Educational Needs and Disabilities Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy;
- supports and advises colleagues;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs in conjunction with the class teacher;
- completes the documentation required by outside agencies and the LA in relation to Education, Health and Care Plans;

- acts as a link with parents;
- regularly reviews the Individual Provision Maps (IPMs);
- acts as link with external agencies and other support agencies;
- monitors and evaluates the progress of children on the SEND Register and meets termly with the SEND Link Governor.

4.5 Education, Health and Care Plans (EHCPs)

For some pupils, the interventions provided by school and from outside agencies may not be sufficient to enable them to make adequate progress. It may then be necessary for the SENCo, in consultation with the parents and any external agencies already involved, to consider whether to request a statutory assessment for an Education, Health and Care Plan (EHCP).

When a request for a statutory assessment is made to the Local Authority, the pupil will have demonstrated significant cause for concern and may be making little or no progress despite accessing additional interventions.

The SENCO, in conjunction with parents, will provide written evidence, as required by the Local Authority as part of the referral process. Depending on the outcome of the request, the pupil may be issued with an Education, Health and Care Plan.

5 The role of the governing body

5.1 The governing body has nominated Mrs Kate Leach to oversee the area of SEND. The Governor meets termly with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) to discuss the progress of children on the SEND Register, following termly book monitoring within school. The SEND Link Governor provides feedback to the Full Governing Body following monitoring meetings.

5.2 Children with special educational needs will be enrolled at the school in line with the school's agreed admissions policy.

6 Allocation of resources

6.1 The SENDCo, in conjunction with the Headteacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

6.2 The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

7 Assessment

7.1 Early identification is vital. The Class Teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The Class Teacher and the SENDCo assess and monitor the children's progress in line with existing school practices.

7.3 The SENDCo works closely with parents and teachers to develop an appropriate programme of intervention and support. Interventions are recorded on Individual Provision Maps (IPMs) for pupils on the SEND register (SEND Support) and for those receiving additional support due to 'Class Concern'.

7.4 The use of IPMs enables small steps of progress to be measured, supporting a robust tracking system. An IPM may be continued throughout a pupil's time at Broadwas so prior interventions can be easily accessed and considered when additional support is needed.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's additional needs. Lessons have clear learning objectives and success criteria; work is differentiated appropriately, and on-going assessment is used to inform subsequent learning.

8.3 Children are supported in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children from the classroom situation.

9 Partnership with parents

9.1 The school works closely with parents of all children. Where there are concerns, the school keeps parents fully informed and involved. All parents are encouraged to make an active contribution to their child's education.

9.2 Parents of children on the SEND register are encouraged to meet with the SENDCo at least twice a year at Parent – Teacher meetings, in addition to meetings with the Class Teacher. Parents are informed of any outside interventions. The school website contains useful links for parents who wish to find out more about SEND provision at Broadwas.

10 Monitoring and evaluation

10.1 The SENDCo supports Teachers in creating Individual Provision Maps (IPMs) for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area and evaluate data for pupils on the SEND Register. The SENDCo and Mrs Kate Leach, the Governor with responsibility for Special Educational Needs and Disabilities, also hold termly meetings (see 5.1).

10.2 The Governing Body reviews this policy regularly and considers any amendments in light of the annual review findings.

Reviewed and approved by the Governing Body on 26th February 2014.

Reviewed and approved by the Governing Body on 15th July 2015.

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