



Bradshaw Hall Primary School

Bradshaw Hall Primary School

Vernon Close,

Cheadle Hulme,

SK8 6AN

Date Reviewed:	SPRING 2022
Date Ratified & Adopted by the Governing Board:	SPRING 2022
Signed - Head Teacher	
Signed - Chair of Governing Board	
Next Review:	SPRING 2023
Comments:	Adapted & Adopted from Local Authority model policy Spring 2018

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Bradshaw Hall Primary School

Special Educational Needs & Disability Policy

Learning and Growing Together

All the things that happen at Bradshaw Hall are driven by our 'Golden Aims': for the children to become responsible citizens, confident individuals and successful learners.

It is important that learning experiences lead to consistently high levels of pupil achievement, and we believe that this is best achieved when children engage in experiential, collaborative tasks that are well matched to the individual needs of each learner.

At Bradshaw Hall Primary School we ensure that the needs of all children are met through a vibrant, dynamic school curriculum. We also make active use of assessment to make sure that each child receives the challenge and support that is needed to help them to make progress.

SENCO - Louise McGlone (NASENCo award) is responsible for coordinating provision for children with SEND. Mrs McGlone is a member of the senior leadership team and is contactable on extension 213 of the school's number (282 7858) or via email

louise.mcglone@bradshawhall.stockport.sch.uk

Aims

- To make appropriate provision to overcome all barriers to learning and ensure pupils have full access to a broad and balanced curriculum
- To work in partnership with parents and involve them in all stages of their child's understanding.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in partnership to ensure that any child's Special Educational Needs and Disability are identified early.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To make active use of assessment ensuring that each child receives the challenge and support needed to help them make progress.
- To work in cooperation and productive partnership with outside agencies and professionals to ensure a multi- disciplinary approach.

- That in light of a child's age and understanding their wishes are taken into consideration.
- We want all children to achieve and excel irrespective of their background or their barriers to learning, and we strive to create an inclusive school culture.

Objectives

- To identify at the earliest possible opportunity and provide for pupils who have special education needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN Inclusion policy
- To provide support and advice for all staff working with special educational needs pupils

Definitions

A pupil has SEN if they have a learning difficulty or disability which 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.

Compliance

This policy complies with the statutory requirements laid out in the 2014 SEND Code of Practice 0-25 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013 & 2018)
- Schools SEN Information Report Regulations (2014)
- Children and Families Act (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)

- The National Curriculum (Sept 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO and SEND Governor in liaison with the SLT, staff and parents of pupils with SEND

Identifying Special Educational Needs

The 2014 Code of Practice identifies 4 broad categories of SEND

- **Communication and interaction**
Children with speech, language and communication needs and children with Autism
- **Cognition and learning**
Specific learning difficulties including Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties, global learning delay
- **Social, emotional and mental health**
ADHD, ADD, attachment disorder, emotional difficulties, mental health difficulties, self-harming behaviour
- **Physical and sensory**
Hearing impaired, visually impaired, motor difficulties or physical impairment

Identifying children

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which.
 - * 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.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND support on our SEN register.

The following factors are not Special Educational Needs but may impact on progress and attainment

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings under the current Disability Equality legislation, but these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated Approach to SEN support:

Quality First Teaching

- High quality teaching differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN, additional intervention and support cannot compensate for a lack of good quality teaching.
- Regular reviews are made of the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' knowledge of the SEN most frequently encountered.
- If concerns begin to arise about a particular child the teacher must first look carefully at matters such as classroom organisation, teaching materials, teaching style and differentiation to decide if these can be developed to enable a child to learn more effectively.
- Teachers should be aiming to set suitable learning challenges, be responding to pupil's diverse needs and overcoming potential barriers to learning. This includes providing intervention, appropriate adjustments and good quality personalised teaching.
- A number of children at this level will be recorded on the 'concern list' so that their progress and attainment can be kept under observation, through regular pupil progress meetings and classroom monitoring.
- If, despite receiving differentiated learning opportunities, good quality personalised teaching and targeted interventions, pupils continue to make little or no progress, attain significantly below their peers or present persistent emotional/behavioural difficulties then it may be decided that a child requires further support. The class teacher, SENDCo and parents may then agree to move a child onto emerging SEN support, which may involve the child being involved in closely monitored, time limited, classroom-based interventions, which may boost achievement and lead to increased progress. If following a period of classroom-based intervention, concerns continue to be expressed about the child's learning, it may be necessary to up the level of support

- In deciding whether to make special educational provision, the teacher and SENCO will consider all information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, gathered using effective tools and early assessment materials.

SEND Support

- Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. This may involve drawing on more specialised advice, support or assessments from external agencies or professions. The support provided consist of a four - part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to establish the provision and enables it to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- The Code states that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff and that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Managing pupils needs on the SEND register

- At Bradshaw Hall SEND graduated support is referred to as potential **emerging need** and specific **SEND need**.
- Children at the **emerging need** stage, will initially have additional classroom-based intervention which could lead them to make expected progress.
- Children for who this is not effective and who are still experiencing barriers to their learning will have their needs assessed in consultation with parents, be added to the SEND register. The teacher, parents and SENDCo will develop a SEND support plan to address the child's needs. The plan and progress will be regularly reviewed on a termly basis

- Some children may require support from outside agencies such as weekly Learning Support Service sessions, Behaviour Support Service sessions, Sensory Support Service Sessions or regular Speech and Language Sessions. In addition, they will receive one to one or small group additional support for their particular area of need
- Individual SEN Support Teaching and Learning Plans have clear outcomes and timeframes. They are regularly reviewed and updated following consultation with the child, the parents and external agencies where necessary. It is the responsibility of the class teacher to ensure they are working documents which are regularly referred to and updated
- Individual Provision Maps and Person-Centred Plans are used where appropriate for children with significant need
- As part of the SEND support process, children receiving SEND support are invited to contribute to their own plan for learning

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on pupil progress.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Regular communication between all staff ensures that all appropriate information regarding the child's learning needs, targets, particular teaching strategies/approaches are shared and consistently applied.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Review of a child's progress will be made regularly at least once per term. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents of those children at SEN increasing support and those students with statements or Education Health and Care Plans. The class teacher, in conjunction with the SENDCO will review the support and outcomes based on the pupil's progress and development making any necessary amendments going forwards, in consultation with parents and the pupil.

Outside agencies include the Learning Support Service (LSS), Educational Psychology Service (EP), Behaviour Support Service (BSS), Stockport Sensory Support Service (SSSS), Child and Adolescent Mental Health Service (CAMHS), Education Welfare Service (EWO), Speech and Language Service (SALT), Occupational Therapy Service (OT), Primary Jigsaw (PJ) and Physiotherapy Service (PT). To refer a child to some outside agencies for assessment, an EHA (Early Help Assessment) form may need to be completed.

For all children with Special Educational Needs, a graduated response is adopted which recognises there is continuum of need and where necessary, brings an increasing specialist expertise to bear on the difficulties a child may be experiencing. Some children will require less help than others. The interventions are a way of matching provision to pupils' needs and are not usually steps on the way to formal assessment. Many children will require less help in the future if the interventions are successful. A very small number will require an Education, Health and Care Plan.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulty they may undergo a 'Statutory Assessment', which is usually requested by the school, but can also be requested by the parent. This will occur where the complexity of need is such that a multi-agency approach to assessment, planning and provision is needed. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents

- Teachers
- SENDCO
- Health professionals
- Outside agencies including Educational Psychology, Behaviour Support Service, Learning Support Service, Sensory Support Service.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

5. Criteria for exiting the SEN register

Where specific planned intervention has been successful and children have made accelerated progress and are working within national age-related expectations, a graduated response is applied. Once the learning is secure and the children no longer require the same level of support they will be transferred from the SEND register to a monitoring brief, where progress again will be closely tracked by the classroom teacher.

6. Supporting Pupils and Families

Advice from School

Parents of children on the SEND register are invited to additional extended parent consultation meetings as part of the support process.

In addition, parents can make an appointment at any time to discuss their child's progress or any concerns they have. This can be with the class teacher, SENDCO or the Headteacher or a combination of staff. If a parent requires any further support concerning their child's education then the school would suggest that the parent contacts Stockport Special Educational Needs and Disabilities Information and Advice Service through via this link

<https://www.togethertrust.org.uk/SENDIASS>

Information about school and other services

Information about services available through the local authority can be viewed through this link.

<http://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Bradshaw Hall works closely with other agencies and can provide information about and support request from other services available for children and families

Admissions

Pupils with Special Educational Needs will not be disadvantaged in their applications to enter the school and will be considered as part of the normal admission procedures. The Local Authority (LA) will consider the most appropriate placement for pupils with statements of Special Educational Need. The LA also administers the allocation of nursery and reception places. The school is accessible for pupils and adults in wheelchairs and there are 4 disabled toilets. A range of equipment is available to support pupils with physical needs, and visual timetables and social stories are used to support pupils with communication difficulties.

Examination arrangements SENDCO and Year 6 Teaching staff liaise to ensure that children with SEN are given every opportunity to succeed in exams and assessments, following the government's guidance where appropriate.

<https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

Transition

Internal Transition - class progression

When a child moves to the next class all SEND information will be passed to the next teacher and, wherever possible, a transition meeting involving teaching staff from both classes, external agencies and parents will be held in school.

External Transition - change of school

For children transitioning from year 6 or the Speech & language Centre, the SENDCO liaises with the receiving school with staff being invited to attend the annual review meeting for children with an EHCP, prior to transition.

Under normal circumstances, all SEND information will be sent to a child's receiving school within fifteen days of the transfer, along with all other relevant information. For children transitioning in year 6 with an Education, Health and Care Plan - EHCP, a Transfer Review will have been held in Year 5, during the summer term prior to transfer.

For children transitioning from the SPLC, a Transfer Review meeting and visit where possible, will be arranged to smooth the transition back to their local mainstream school. The Educational Psychologist and representatives of any likely receiving school may be invited to these meetings. At the review in Year 5, a discussion will take place about possible placement and parents will be encouraged to visit schools prior to the Transfer Review. It may be appropriate to carry out a formal transfer review for a pupil on increasing SEND support so that arrangements can be made to secure a successful transfer.

7. Supporting pupils at Bradshaw Hall with medical conditions.

We recognise 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 (as defined above) and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational

needs (SEND) and may have a statement, or 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 (2014) is followed. We work closely with the School Nursing Service who provide annual training for staff to ensure they are confident in managing the treatment for a variety of medical conditions, including asthma, epilepsy, diabetes and allergic reactions. Further information is available in the medical conditions policy a copy of which can be requested via the school office.

8. Monitoring and Evaluation of SEND

Bradshaw Hall regularly and carefully monitors and evaluates the quality of provision offered to all pupils, through parent questionnaires, parent's evenings etc., pupil voice, staff responses SEND parents forum.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, pupils and Governors throughout the year. This is done through annual and tri-annual review meetings, discussions and progress meetings. This evaluation and monitoring promote an active process of continual review and improvement of provision for all pupils. Where issues or gaps are identified, training or resources are sought to address this wherever possible.

9. Training and Resources

Funds for supporting pupils are provided for the school through the formula budget, from the LA, based on the number of pupils with SEND, identified on the SEND register. All these budgets have been fully utilised to provide Teaching Assistant support for identified children. The Teaching Assistants support pupils with SEND in groups and on an individual basis, helping children access Literacy and Numeracy lessons, complete work set by outside agencies such as LSS and carry out a range of therapy programmes. The school 'buys back' its full allocation of LSS and BSS teaching and EP time. The SENDCO receives regular non-contact time to allow her to effectively carry out her role. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. A provision map is in place to show the range of resources and support mechanisms in place for pupils on the SEND register. The provision is regularly reviewed and amended appropriately to meet the needs of the children on the SEND register. The SENDCO attends termly SENDCO Network meetings in order to keep up to date with local and national updates in SEND.

10. Roles and Responsibilities

Governors

- It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.
- The Governor responsible for SEND is Dr Ann-Marie Day
- Regular information exchange is provided to the Governing Board via the Governors Safeguarding & SEND sub-group

Teaching Assistants

- SEND Teaching Assistants work under the direction of the class teacher. The SENDCO regularly liaises with both the Teaching Assistants and the Class Teacher to ensure the needs of pupils are being met
- SENDCO provides planned fortnightly CPD for SEND TA's

11. Bullying

- Bradshaw Hall takes steps to ensure and mitigate the risks of bullying of vulnerable learners in school. Further information about behaviour and anti-bullying can be found in the relevant policies available via the school's website or school office.
http://www.bradshawhall.stockport.sch.uk/?page_id=502
- Assemblies, visitors, PSHE and circle-time sessions are used to educate and raise awareness.
- We are a very inclusive school, accommodating children with a wide variety of needs and a problem-solving 'can do' approach to ensure access for all to our broad and balanced curriculum.

12. Dealing with Complaints

The school values working with parents and uses a collaborative approach to resolving issues wherever possible.

All complaints are taken seriously and are heard through the school's complaints policy and procedures.