



# The Brook



## **SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

At the Brook School, supporting children's special educational needs and disability (SEND) is integral to ensuring inclusion for all pupils, as such:

- All staff are committed to develop a whole school response to SEND and aim to recognise and address particular needs as early as possible to ensure all children experience success and have every opportunity to make good progress,
- All pupils at The Brook are valued equally, irrespective of ability, race, gender and class,
- We request, actively listen to and respond to parent/carers' and pupils' views when planning provision for them in order to evidence high levels of confidence and partnership,
- All staff use their best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum,
- We ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development,
- All our pupils are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum in KS1 which means that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning, reasonable adjustments are made for those with SEND so that they engage in the activities of the school alongside pupils who do not have SEND.
- We work in a cooperative and productive partnership with outside agencies (including health and social care professionals) to ensure a multi professional approach to meeting the needs of all vulnerable learners

## **Definition of Special Educational Needs**

The SEND Code of Practice (Jan 2015) identifies four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, emotional and mental health,
4. Sensory and/or physical needs

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This learning difficulty or disability causes the child to have a significantly greater difficulty in learning than the majority of children of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Many children who have SEN may have a disability under the Equality Act 2010 - that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

A child should not be treated as a child with SEN purely because their first language is not English.

We are aware of the specific needs of dyslexic children and endeavour to provide a rich learning environment for all children that will benefit those with specific learning difficulties. We have a designated dyslexia link person, currently the Inclusion Manager.

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

The task of identifying and providing for the special needs of a pupil is primarily the responsibility of the class teacher, under the guidance of the Inclusion Manager and Headteacher.

Early intervention is vital to support children with SEN. However, the precise nature of learning difficulties is often problematic to identify. It is important, therefore, that assessing a child who appears to be experiencing difficulties should be based on close observation of the child in a variety of situations and over a period of time.

Parents are partners in their child's learning and we will actively listen and respond to concerns they may have and ask for parents views to help us co-produce plans.

It may be that the class teacher can bring about change by making slight modifications in organisation, curriculum or teaching method. The class teacher will be monitoring the situation and will follow the school's graduated procedure. (see below)

When a class teacher has an initial concern about a child they monitor the child in class and make observational notes. They will discuss their concerns with the child's parents and the Inclusion Manager and draw up a *First Observation Form*. This may also include a provision plan which will be reviewed when appropriate. If the child's needs are still not being met, the class teacher (in discussion with parents and the Inclusion Manager) will devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum. At this point the child will be registered at *SEN Support* on our Special Educational Needs Register. If necessary the Inclusion Manager (in consultation with class teacher and parents) will ask for help from external services. As indicated parents are continually consulted throughout this process.

We follow a system of assess, plan, do and review so once we have assessed a child's needs and planned provision to meet them we follow the plan and then review it. We currently use Individual Learning Plans (ILP's) which are written each term for children who are at school support or who have a statement of educational needs or an Education, Health and Care Plan. Dates for these to be written are set at the SEN staff meeting. Children and parents are involved in the ILP writing process. These ILP's are copied for the child's SEN file and kept in the child's classroom in order that class teachers and teaching assistants can update and annotate them as appropriate.

If the school and parents feel that it would be beneficial for a child at School Support to have a full Statutory Assessment then the Inclusion Manager will start the process. Once paperwork and evidence has been gathered from all parties and sent to the SEN Panel there is up to a 20 week consultation period. During this time we will give parents the details of 'SENDIAS' who can offer independent support. If an Education, Health and Care Plan is provided then the Inclusion Manager will ensure that the appropriate school support plan is drawn up in consultation with parents and other relevant colleagues.

Statutory Annual Reviews of Education, Health and Care Plans will be organised by the Inclusion Manager in collaboration with parents. (These are held six monthly for under 5's.) Relevant professions, staff and parents will be invited and asked to contribute. Paperwork regarding the review will be sent to all parties beforehand. A meeting report will be drawn up within two weeks of the review and sent to all attending and the SEN Assessment Team (SENAT).

### **Allocation of Resources**

The Local Authority delegates core funding to schools to make general educational provision for all pupils; of that core funding an element is allocated to differentiation, training, classroom support resources and materials. This includes money spent on training and

materials for SEND as required and lined to the schools development plan. Some additional funding according to an agreed formula is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEND, including those with statements of SEN or Education, Health and Care Plans. We use some of this money to provide additional TA support for children with SEN. In addition, the money is used to employ the Inclusion Manager to support, assess and monitor children with SEN and to meet with other relevant professionals. All support and provision is part of the cycle of assess, plan, do and review graduated approach

The school building is on one level and is accessible for wheelchair users. There is a toilet, which is designed for wheelchair access and people with disabilities.

### **Access to the Curriculum**

If a child needs to receive additional support, this will be given whenever possible in the classroom. At times, however, it might be beneficial for the child or children to work on a one-to-one or small group basis in an environment where there are fewer distractions. We have a specific area where small groups of children can go to work with various adults at different times. This space is available to all children.

We aim to teach in a dyslexia friendly way that will ensure good teaching for all pupils. We use multi-sensory teaching methods throughout the school.

In order to cater for all abilities in a mixed ability class the teacher will plan differentiated tasks. The possibilities for differentiation are limitless as all children have unique learning needs and experiences.

We use flexible grouping within the school to allow for ability and mixed ability groups to work on different tasks at different times.

### **Roles and responsibilities for co-ordinating the provision of education for pupils with SEND**

Provision for pupils with SEND is a matter for the school as a whole. The following division of accountabilities has been made:

#### **The Governing Body:**

- Has an appointed representative who takes a particular interest in and closely monitors the school's SEND policy and quality of SEND provision (the person is named at the end of this policy),
- In collaboration with the Headteacher, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work.

### The Headteacher:

- Has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND,
- Will keep the Governing Body fully informed and work closely with the school's Inclusion Manager,
- Ensures that the Inclusion Manager and SEN governor are informed of current issues and allows for relevant training.

### The Inclusion Manager:

- Has responsibility to oversee the day-to-day operation of the school's SEND policy and SEND Information Report to parents,
- Co-ordinates provision for children with SEND and implements where possible,
- Advises and supports colleagues,
- Ensures that appropriate Individual Learning Plans (ILPs) are in place and works with parents, children and class teachers in writing them,
- Ensures that relevant information regarding children with SEND is collected and recorded,
- Liaises with parents of children with SEND where appropriate,
- Liaises with outside agencies to support children with SEND,
- Attends relevant courses and disseminates information as appropriate,
- Analysis data and uses it to inform planning and provision in discussion with Class Teachers.

### The Class teacher/ Nursery Manager:

- Is aware that every teacher is a teacher of every pupil,
- Identifies children with SEND and follows the schools graduated approach,
- Makes arrangements in the classroom to meet individual children's needs and plans interventions that are additional to or different from those provided as part of the

school's usual differentiated curriculum for children at School Support and for those with a Statement of Educational Need or an Education, Health and Care Plan,

- Keeps an open dialogue with parents and keeps them regularly informed,
- Writes and implements ILPs (or appropriate plans as devised over the year) with the Inclusion Manager.
- Attends relevant training which they use to enhance practise to ensure high quality teaching for all pupils

#### SEND Teaching Assistants:

- Implement programs and support for children with SEND under the direction of the Inclusion Manager or the Class Teacher,
- Attend relevant training,
- Keep records of all work undertaken.

#### Parental Involvement

Our aim is to work in co-production with parents, to actively listen and fully involve them in decision making about their child's education.

Parental concerns are always taken seriously and the teachers are always available, by appointment, to discuss matters with parents.

Parents will have been involved from the first concerns and when a child is identified as having SEND parents have the opportunity to attend a meeting concerning their child and be made further aware of the ways in which they can help them. They are given the opportunity to be involved in their child's ILP (Individual Learning Plan).

Parents consent is required when a child is referred to an external professional such as the Educational Psychologist or the Learning Inclusion Advisory Team for advice. If formal assessment is being initiated the Headteacher or Inclusion Manager will meet with parents to talk through the process and offer support and advice. Parents are always invited to help plan, contribute to and attend annual reviews. These are statutory meetings in which a child's statement of provision of EHC is reviewed. Advice from parents and all professionals involved with the child are collated. The Inclusion Manager coordinates this and uses the standard pro forma found on West Sussex Grid for Learning.

The parents of all children are invited to attend two consultation evenings per year. Parents are also invited to curriculum sessions at which our aims and approaches to the curriculum are explained.

## **More Able Pupils**

At The Brook we recognise that such children have their own educational needs. It is the responsibility of the class teacher together with subject managers to devise ways in which curricular areas can be developed to meet the needs of exceptionally able pupils. Such children will probably require a variety of open-ended, problem solving activities. They may also need support and advice on how best to use their ability without alienating themselves from their peers. Some very able children become adept at appearing 'average' in order to be accepted or to avoid being teased. We are also aware of children with DME (Dual and Multiple Exceptionalities) who may be more able in one area and SEN in another. Please see our More Able Pupil policy for more information.

## **Children for whom English is an additional language**

Children with EAL should not be considered to have SEN on the grounds of language difference alone. It may be the case, however, that an EAL child is having more global learning difficulties. It is possible to allocate money from the school budget to have first language assessments done when concerns about an individual pupil have been identified. In such cases, advice should be sought from EMTAS (Ethnic Minority and Traveller Achievement Service)

## **Links with External Agencies**

The school has access to the Educational Psychology Team. Inclusion Manager meets with link EP for an Annual Planning Meeting. Schools are also able to ring for telephone advice.

Children with identified speech and language difficulties will be supported by a member of the Speech and Language Team (SALT). They will liaise with school to provide support and activities for us to use in class. There is a referral system for school's to access SALT advice.

Children may also receive support from the sensory support team, physiotherapist or the occupational therapist. If a child has been receiving help from the Portage Service pre-school then advice would be sought from their Portage worker.

Additionally we allocate money to provide a school counsellor to work with children with self esteem issues. This is available to all children including those with SEN.

Should a teacher become concerned about a health matter that necessitates a visit from the School Nurse, parental permission must be gained with a signed letter. Representatives of the School Health Service may be invited to attend annual reviews when appropriate.

When a child is known to Social Services the Headteacher may ask them if they can provide any advice and information relevant to assessing the child's SEN. The Headteacher would,

whenever possible, attend care meetings or case conferences involving children from The Brook. Representatives from Social Services would be invited to attend review meetings of children known to them.

Where appropriate and in co-production with parents we will set up Early Help Plans to support families.

### **Transition**

At the end of Year 2 most of our pupils move onto Maidenbower Junior School. We have a strong transition program for all pupils. This is enhanced for all pupils with SEN. The SENCO's from both schools meet together to discuss individual pupil needs. The children are provided with extra visits to the junior school with small group opportunities to orientate themselves. The SENCO from MJS meets with parents of children with SEN at The Brook with The Brook Inclusion Manager there to liaise. All records are transferred. Where a pupil is going to a different school all efforts are made to ensure that transition is just as smooth. We try to obtain their new uniform to display in the child's current classroom and support all visits to the new school. Where appropriate we will produce a photo book of the new school with the child for the child to keep at The Brook as they prepare to move.

There is also a smooth transition program from The Brook Nursery to The Brook School. The Nursery Manager liaises with the Foundation Stage Leader and the Inclusion Manager to highlight the needs of vulnerable children. Class Teachers and Inclusion Manager visit the children in nursery and observe them before they begin school. The children have many opportunities to meet with their class teacher and spend time in their new classroom in the summer term before they start. We receive all records from whichever pre school the children attend and are in contact with any relevant professionals involved with the child.

**Please see our SEND Information Report on our school website.**

**Headteacher: Miss Fiona Dowley**

**Inclusion Manager: Mrs Jack Sexton**

**Inclusion Governor: Mrs Karen Flowers**