

# Broadwood Primary School



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Last review date  
Reviewed by  
Next review date

March 2025  
Full Governing Body  
March 2026

Mrs Rachel Dangerfield is the co-ordinator of SEND and is responsible for the day to day operation of the SEND policy.

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Length of time in post: The SENDCo has been in post for 8 years and achieved the National Award for Special Educational Needs Coordination (NASC) in September 2019.

The policy has been discussed and shared with staff and Governors of the school after consultation with the LA and the Senior Leadership Team. They acknowledge shared responsibility for making appropriate provision for children with special educational needs and disabilities. The policy is available to parents and families through our website.

### **Purpose**

The purpose of this policy is to give guidance on developing, implementing and monitoring the school's approach to teaching and learning for children with SEND and clarify the school's approach to SEND for all staff, students, governors, parents/carers, external agencies and the wider community.

### **Rationale**

At Broadwood every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and particular needs. Broadwood Primary School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

### **Objectives:**

- To ensure equality of provision for pupils with special educational needs and disability (SEND).
- To consider legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2015, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2015.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To ensure that parents/carers are fully engaged in decision-making.
- To consider the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEND.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

### **Admission arrangements**

The school has adopted the criteria set out in the Local Authority admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

Please refer to the information contained in school's admission policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes any pupils with any level of SEND.

### **Roles and Responsibilities**

The Special Educational Needs Disability Coordinator (SENDCO) is responsible for:

- overseeing the day-to-day operation of the policy;
- coordinating provision for pupils with SEND;
- liaising with the Designated Teacher where a looked-after pupil has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure that a pupil and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.

The SENDCO has achieved the National Award for SEND Coordination.

### **The SEND team**

- All Learning Support Assistants support individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal of targeted interventions
- The designated teacher for child protection and children in care (CiC) is Mrs Brooks-Tyremen (Deputy Head)
- The family support worker is Mrs Stewart
- All teachers are teachers of SEND
- The governors have appointed one of their number to be link governor for SEND. The Head Teacher has appointed a designated member of staff to be responsible for child protection.
- The designated member of staff responsible for managing pupil premium is the Head Teacher and a member of the Senior Leadership Team.

### **The class/subject teacher**

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the 4-part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupil's achievement and pupil's well-being

### **Specialised Provision**

A Hearing Impaired Additionally Resourced Centre is at Broadwood Primary School, which is accessed by children across the city. Places are allocated by a panel of Local Authority representatives.

### **Access to Facilities and Provision:**

Please refer to the school's accessibility plans which outline how we:

- increase access to the curriculum for pupils with a disability;
- improve and maintain access to the physical environment;
- improve the delivery of written information to pupils.

### **Allocation of Resources**

The Head Teacher and SENDCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high-quality appropriate support for pupils with SEND.

### **Access to the Curriculum**

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

### **Identification, Assessment, Planning and Review Arrangements**

Broadwood Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole-school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. Parental concerns and observations also help to identify pupils who need support. A provision map/intervention map outlines all SEN support and is updated each term.

The following are **not** SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked-after child
- Being a child of service personnel

### **SEND support – four-part cycle**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified, an initial concerns checklist is completed and discussed with the SENDCO.

#### **Assess**

The class or subject teacher, working with the SENDCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

#### **Plan**

Parents will be formally notified, during parent consultation days and more formal reviews. Adjustments, interventions, support and review date will be agreed with staff, parents and pupils. This will be recorded on the school provision maps.

#### **Do**

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any learning support assistants or specialist staff involved. The SENDCO will support the above.

#### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists. School liaises with the following services: Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEND outreach service, Occupational Therapy, Speech and language and, when appropriate, Social Services and Looked After Children Team. School also buys in additional time from a number of these services.

### **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

**Further details on provision for pupils with SEND can be found in the SEND information document which is on the website.**

### **SEND information document**

This report can be found on the school website and within the school brochure. It outlines the provision Broadwood Primary School makes for all pupils with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

### **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to secondary the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school/setting through the review process.

### **Partnership with Parents/Carers:**

Broadwood Primary School has a positive attitude to parents/carers and values their important role in their child's education. All parents are invited into school at least twice every academic year to meet with parents/ carers. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Family support worker is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs.

### **SEND Plans and Reviews**

When a pupil is identified as having special educational needs, we support their development and progress by holding regular review meetings. Class teachers will communicate with families at least termly, inviting them to discuss a child's needs, support and progress. This is generally via face-to-face meetings, but may be via telephone call or video call. We work with children and parents to produce a Pupil Support Plan, which reflects the beliefs, needs and wishes of the child and their family, as well as their view of the challenges the child faces and the way staff can best support them. The class teacher, in consultation with parents and children, will add information outlining the continuous provision in place to support the child, and set short-term targets to accelerate learning. These state the focus and aims of support school will provide, and outline the way in which support will be provided, both within the classroom and through interventions. Class teachers will review targets at least termly, and progress will be discussed with the pupil, where appropriate, and family. The beliefs, needs and wishes of the child and their parents are always considered in setting targets and tailoring support.

**Pupil Participation:**

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision-making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress.

**Removing a child from the SEND register**

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register. They will be placed on the monitoring register to ensure they continue to make appropriate progress.

**Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team.
  - Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils.
  - Assessment records that illustrate progress over time – e.g. reading ages.
  - Pre- and post-assessments for those pupils who are withdrawn for targeted interventions.
  - Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEND.
- The views of parents/carers and pupils.
  - Regular meetings between SENDCo and Head Teacher.
  - Provision Mapping – used as a basis for monitoring the impact of interventions.
  - LA audit to externally validate provision and outcomes for pupils with SEND

**Links with other schools**

Broadwood Primary School is one of nine schools forming WEST (West End Schools Trust).

There are strong links between all nine schools.

WEST have bought into a SEN consultancy package which enables SENDCos from across the Trust to conduct peer reviews and look at provision for SEND across the Trust.

Head Teachers across the Trust have also allocated time for SENDCos to meet and discuss good practice and concerns and also organise community events

In addition to this termly SENDCo Network meetings provide further links with local schools where expertise and best practice can be shared.

**Staff Development:**

The SENDCO ensures that staff are informed of local and national developments in relation to SEN and inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Early Career Teachers are offered support and in-school training by the SENDCO.

Further training is provided by WEST.

**Medical Conditions**

The school will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their individual healthcare plan. Mrs Parker oversees the care plans please read the Medical policy for further information.

**Complaints Procedure**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker/class teacher attempts to resolve matters, then if required the SENDCO and/or Head Teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.