



BRIERLEY HILL PRIMARY SCHOOL



SEND POLICY

Also See:	Education for children with health needs who cannot attend school	Dudley School Attendance and Education Support Service guidance
	Safeguarding and Child Protection Policy	Suspensions and exclusions
	Working together To Improve School Attendance	Supporting pupils with medical conditions at schools
Statutory Requirement:	Required	Required on Website: Not Required

Complete if Applicable

Responsible Person: Head Teacher/Attendance Lead

Date Approved: September 2024

Review Cycle: Every three years

Date of Next Review: September 2027

Approval Level: Governing Body

Complete if Applicable

Print Name: _____

Signature: _____

Date: _____

Brierley Hill Primary- SEND policy

The SENCo at Brierley Hill is Mrs Duffin who can be contacted via the school office or senco@brierley.dudley.sch.uk.

Rationale

At Brierley Hill Primary, we believe all children should be given access to an engaging, broad and challenging curriculum that is tailored to meet the needs of all pupils. We aim to meet individual needs, including Special Education Need through increasingly personalised learning. We are committed to developing our curriculum with the needs of our pupils at the centre of the learning journey, whilst adhering to statutory guidance. We feel that the responsibility for addressing individual need lies with the school by appropriately differentiating and modifying our curriculum.

It is the policy at Brierley Hill Primary to meet the needs of all children. Our aim is to provide a secure, safe, caring and learning focused environment where each child will be able to reach their full potential. We take into consideration the academic, physical, emotional and social needs of all our pupils.

We are committed to monitoring each child's progress and aim to work with outside agencies to ensure that the level of achievement of the child is raised whatever their special needs may be. We are committed to creating the opportunities that will enable each child to succeed in reaching their targets. We are equally committed to maintaining and developing the ethos of the school, which values every member of our community, and encourages each member to celebrate the achievements of all.

Entitlement

All children have an entitlement to an inclusive curriculum that follows the three key principles outlined in the National Curriculum Statutory Inclusion Statement.

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Aims of our SEND provision

Our aim is that most children will access and make progress within an inclusive curriculum where a range of flexible and responsive strategies are available as part of the general differentiation in the classroom. The majority of children will have their needs met through Inclusive Quality First Teaching as part of the school's universal offer and without the need to be placed on the SEND register.

At Brierley Hill, we aim to create a curriculum that ensures Quality First teaching for all, which:

- ❖ is inclusive;
- ❖ is set within a culture of high expectations for all;
- ❖ emphasises what a child will learn rather than the activities they will do;
- ❖ is based on an assessment of what the children already know, can do and understand;
- ❖ uses teaching styles that meet the needs of individuals and groups so that all children are engaging in learning;
- ❖ establishes access strategies that will help overcome the potential barriers to learning.

Pupils who have been identified as having SEND will continue to have their needs met through Inclusive Quality First Teaching and provision that is “additional to” and “different from” that which is provided as part of the whole school offer at Brierley Hill Primary.

In line with the principles of the Code of Practice for Special Educational Needs (DfE 2014) and the SEN and Disability Act (2001) we will ensure:

- ❖ all children are given equal access to the curriculum and that each child’s achievements are valued;
- ❖ children’s views are captured and taken in to account;
- ❖ we identify and access children with SEND as early as possible using any data to inform decisions;
- ❖ all procedures for identifying children with SEND are known by everyone;
- ❖ there is involvement of the parents at every stage to maintain a strong home/school partnership;
- ❖ we provide differentiation within a balanced and broad curriculum in a way which supports children with SEND;
- ❖ records follow the child through the school which are clear, factual and up to date;
- ❖ we raise staff awareness and expertise through CPD;
- ❖ there are adequate resources for SEND so that needs can be adequately met;
- ❖ we regularly review and evaluate pupils’ progress in relation to their Special Educational Needs.
- ❖ we maintain close links with the support services, other schools, and agencies.

Definition of SEND

The Special Needs Code of Practice (2014) states that a child or young person has a special educational need or disability 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 educational facilities of a kind generally provided for others of the same age in mainstream school.

SEND areas of need

Special educational needs and provision can be considered as falling under four broad areas of need:

- ❖ Cognition and Learning;
- ❖ Communication and Interaction;
- ❖ Social, Emotional and Mental Health (previously Behavioural, Social and Emotional Difficulties);
- ❖ Sensory and/or Physical.

We are aware that children may have difficulties in more than one of these areas and that they often overlap.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. The Autistic Spectrum comes under this area of need; children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children have a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identification, assessment arrangements and review procedures

We aim to identify children with special educational needs as early as possible in their school career. To this end, the SENCO regularly discusses any problems that might have arisen and any change in the needs of the class. At Brierley Hill, we operate a Graduated Response to SEND through the use of universal, targeted and specialist support. Once a teacher has expressed concern about a child, the SENCO records that concern and makes arrangements for the teacher to monitor the child's progress until the next meeting or sooner if the concern continues. Once this concern has been registered, the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. There will also be informal consultation with the parent/carers. If the class teacher is still concerned after a period of monitoring, a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin Wave 2 support. This is all outlined in our flow chart to identify SEND needs. An identification document (appendix 1) would be completed which would look at presenting needs and an ADPR cycle.

This information will be stored on the schools system Provision Map.

Wave 2 (Stage 2)

When a class teacher or the SENCO identifies a child with SEND, the class teacher should provide interventions that are additional to and different from those provided as part of Quality first teaching. A child will progress to Wave 2 if they:

- ❖ make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- ❖ show signs of difficulty in developing English and mathematics skills which result in poor attainment in some curriculum areas;
- ❖ present persistent emotional or behavioural difficulties;
- ❖ have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- ❖ have communication and or interaction difficulties.

Children at this stage should be offered extra support from within the school's resources, within the context of Stage 2 plan and monitored via Provision Map.

Wave 3 (Stage 3)

At Wave 3, external support services, both those provided by the LA and by outside agencies, will usually see the child in school, if that is appropriate and practicable, so that they can advise teachers on writing a new Support Plan with fresh targets and accompanying strategies, monitored via Provision Map.

A child will progress to Wave 3 if they:

- ❖ Continue to make little or no progress in specific areas over a long period;
- ❖ Continue working substantially below that expected of children of a similar age;
- ❖ Continue to have difficulty in developing English and mathematics skills;
- ❖ Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- ❖ Have sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;

- ❖ Have an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Education and Health Care Plan (EHCP)

Following Statutory Assessment, an EHCP will be provided by Dudley Metropolitan Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record on Provision Map and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Progress and review

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- ❖ prevents the attainment gap growing wider;
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child's previous rate of progress
- ❖ demonstrates improvements in the child's

behaviour

Assess, Plan, Do, Review:

Assess

The class or subject teacher, working with the SENCO, 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 notified by the class teacher and asked to contribute to the assessment.

Plan

Parents will be formally notified as part of the termly review process. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil. This will be recorded on the class teacher's provision map.

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 teaching assistants or specialist staff involved. The SENCO 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 SENCO, 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, Brierley Hill Primary will seek specialist expertise. This will inform future provision. School liaises with the following services when required - Educational Psychology Service, School Health, School Effectiveness SEN team, SEN Advice and Support Allocation Panel (SEN), SEND Outreach Service (CIPS) and, when appropriate Social Services and virtual school team.

In school responsibilities

The Headteacher is responsible for:

- ❖ ensure the effective provision for pupils with special needs.
- ❖ ensures that the Governing Body is fully informed and works closely with the SENCO
- ❖ The responsibility for the day to day management of this provision is delegated to the SENCO.

The SENCO is responsible for:

- ❖ The day to day running of the SEND policy;
 - ❖ Liaising with and advising all staff members including teaching and support staff;
 - ❖ Maintaining the Special Needs Register and Provision Map;
 - ❖ Co-ordinating the provision for children with Special Needs and writing a whole school provision map and intervention tracker (Provision Map);
 - ❖ Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND;
 - ❖ Contributing to in-service training for staff;
 - ❖ Liaising with outside support services, agencies and voluntary bodies, including Inclusion Support, Speech and Language, Sensory Impairment, the Education Welfare Service, Social Services, CAMHS etc;
 - ❖ Overseeing and assessing individual plans and producing costed provision maps;
 - ❖ Maintaining close links with all parents of children with SEND;
 - ❖ Co-ordinating Annual Reviews for children with Educational Health Care Plans (EHCP);
 - ❖ Completing the paperwork for a new EHCP application;
 - ❖ Monitoring teaching and learning of SEND pupils across school;
 - ❖ To monitor the school's SEND provision and make any improvements as necessary;
- ❖ Work closely with the Headteacher to ensure the allocation and effective use of the SEND Budget including the deployment of any 1:1 support (through recommendation from the Educational Psychologist, 1:1 support will be rotated to avoid the child forming an attachment and for continued professional development of staff.

The Class Teacher is responsible for:

- ❖ Being fully aware of the needs of all their pupils and deliver an appropriately differentiated curriculum to cater for their needs.
- ❖ They have overall responsibility for ensuring the progress of children with SEND in their class (or phase as Phase Leads);
- ❖ Raising a concern/request a child be placed on the school SEN register where necessary;
- ❖ Gathering initial information both before and after raising a concern;
- ❖ Writing and evaluating termly Individual Plans including sharing these with parents and children;
- ❖ Ensuring that pupils are aware of new targets and that they have a clear understanding of what they are to achieve and how;
- ❖ Ensuring that parents and children sign the plans;
- ❖ Engaging with the SENCO and outside agencies regarding all children with SEND and implementing any advice given;

- ❖ Effectively deploying support staff to ensure quality practice and support for children with SEND including ensuring progress is made with individual targets; Ensuring that targets for children are reflected in every day Quality First Teaching;
- ❖ Planning for timely interventions to support with needs as they arise;
- ❖ Using the school's SEND assessment systems and reporting on the standards and progress of all SEND children in their class;
- ❖ Keeping parents informed;
- ❖ Liaise with external agencies when they are in school;
- ❖ Reflecting on their own CPD needs;
- ❖ Provide written reports in regards to reviews of SEND pupils including for EHCP reviews;
- ❖ Researching and implementing techniques to support the needs of the pupils;
- ❖ Attend meetings as requested.
- ❖ Updating Provision Map regularly

The support staff are responsible for:

- ❖ Supporting the class teacher in the writing of Individual plans;
- ❖ Supporting the teacher to share the individual plans with the children and parents;
- ❖ Adapting in class scaffolds to help support SEND children in class;
- ❖ Sharing concerns with the class teacher and or the SENCO;
- ❖ Planning and implementing interventions to support in the progress against the individual plan and assess progress;
- ❖ Support, as directed by the teacher, all children within a class;
- ❖ Delivering timely interventions;
- ❖ Pre-teaching where necessary;
- ❖ Support in reports for reviews on SEND pupils;
- ❖ Reflecting on their own CPD needs;
- ❖ Researching and implementing techniques to support the needs of the pupils;
- ❖ Attend meetings where necessary
- ❖ Updating Provision Map as and when interventions have taken place

The Governors are responsible for:

- ❖ help to raise awareness of SEND issues at governing body meetings
- ❖ discuss the quality and effectiveness of SEND provision within the school and update the governing body accordingly

Partnerships

External support services play an important part in helping the school identify, assess and make provision for

pupils with SEND. At Brierley Hill we liaise with many outside agencies including but not isolated to:

<ul style="list-style-type: none">❖ CIPS Team❖ Learning Support Service❖ Educational Psychology Service❖ Speech and Language Therapy Service❖ Occupational Therapy Service❖ Physiotherapy Service❖ Dudley Family Hub❖ Hearing Impaired Team❖ Visual Impaired Team❖ IEYS – Specialist Early Years Service	<ul style="list-style-type: none">❖ Physical Impairment, Medical Inclusion Service❖ School Attendance and Education Support Service❖ School Nurse❖ CAMHS (Child and Adolescent Mental Health Service)❖ Russells Hall Hospital and Birmingham Children’s Hospital (Paediatricians)❖ Dudley Children’s Services Sycamore Centre
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Transition

On entry:-

- ❖ The Nursery teacher and the Nursery teaching assistant will meet with parents and discuss any concerns they may have.
- ❖ Parent meetings are held prior to children starting full-time in order for the teachers to discuss matters relating to school routine and curriculum. During these meetings personal information about the child is updated.

Mid-year transition:-

- ❖ Pupils are given a tour of the school with their parent/carer.
- ❖ Introductions are made with a child’s new class teacher and they will be shown where to put their personal belongings e.g coat, lunchbox etc
- ❖ A start date will be agreed between the parents/carers and the school.
- ❖ The child’s previous school will be contacted for their records. Where there are concerns the SENCO will be contacted.

Secondary transition:-

- ❖ Secondary school staff visit pupils prior to them joining their school.
- ❖ School SENCo meets with SENCos from secondary schools to pass on information regarding SEN pupils and ensure files are transferred either physically or via Provision Map if suitable.

For those pupils with special educational needs who transfer to another school the SENCo will pass on any relevant documentation.

Supporting pupils at school with medical conditions

Brierley Hill Primary School recognises 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 and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

To support those families who have children with medical conditions the school now has a new medical conditions policy, which can be accessed via the school website.

Supporting Pupils and Families

Dudley Metropolitan Borough Council has produced a 'Local Offer' website <https://dudleyci.co.uk/send-local-offer>, which will provide information for parents on the services and support that they can access. In conjunction with the Local Offer, Brierley Hill Primary School produces an annual SEN Information Report. This report reflects the interests and concerns that parents have and details how we will ensure that the necessary provision is made for any pupil, regardless of age, race, culture or gender, who has special educational needs and how those needs are made clear to all who are likely to teach him/her. This report can be accessed via our school website.

SENDIASS

SENDIASS has the following core activities:

- ❖ Working with parents
- ❖ Providing information and publicity
- ❖ Training, advice and support
- ❖ Networking and collaboration
- ❖ Helping to inform and influence local SEN policy and practice
- ❖ Providing access to an Independent Parental Supporter for those parents who want one.

We also access support from outside agencies to support parents of children with special educational needs. These specialist services and the expertise they provide can be accessed via our SEN Information Report, which is on our school website.

Dealing with complaints

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents. However, if you do have a concern or a complaint to make please follow our complaints procedure.

Linked policies

- ❖ Admissions
- ❖ Accessibility Plan and Disability Equality Scheme
- ❖ Antibullying Policy

Behaviour Policy

- ❖ Dudley Local Authorities Local Offer
- ❖ Equality Act
- ❖ Looked After Children Policy
- ❖ Medical Conditions in School Policy Framework (Dudley)
- ❖ Medicines and Asthma Policy
- ❖ Child Protection and Safeguarding Policy
- ❖ School's Local Offer
- ❖ SEND Code of Practice
- ❖ Supporting Pupils at School with Medical Conditions (DFE) and School Policy
- ❖ Data Protection (Provision Map)

Appendix 1: Example of identification form

Area of concern	What are your main concerns? What have you tried?
<p>Cognition and Learning Difficulties</p> <ul style="list-style-type: none"> • Motivation • Confidence • Understanding • Retaining and processing information • Organisation • Working independently • Contributing to discussions • Focus and Concentration • Completing work 	
<p>Communication and Interaction Needs</p> <ul style="list-style-type: none"> • Following instructions • Concentration • Understanding what is expected • Cultural/language misunderstandings • Difficulty communicating with others Social interaction • Difficulty understanding figurative language 	
<p>Social, Emotional and / or Mental Health Needs</p> <ul style="list-style-type: none"> • Confidence and self-esteem Emotions • Withdrawn • Friendships • Social skills • Home life • Engagement • Relationships with adults • Participation and Distraction Frustrated • Resilience • Anxiety and worry • Dysregulation 	
<p>Sensory and/or Physical Needs</p> <ul style="list-style-type: none"> • Hearing • Visual • Sensory 	