



Broughton Jewish Cassel Fox Primary School



Policy for Special Educational Needs

SEN Co-Ordinator: Mark Hadfield / Angela Miller

SEN Governor: Bashy Rice

Chair of Governors: David Bondt

Reviewed: September 2023

New Review Date: September 2024

Mission Statement

The 2014 Code of Practice states:

A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has significantly greater difficulty in learning than the majority of others 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. *(Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv)*

Aims

At Broughton Jewish we recognise each child's unique contribution to the school. We will build on their self-esteem and succeed together in a community rich in the values of Torah and Mitzvos. We recognise every child's worth and provide opportunities for them to discover and develop their unique talents and abilities. We will create a safe, secure, caring environment where differences are respected and celebrated. Barriers to learning are removed so that all children can flourish in a culture of ambition and achievement. We will provide a relevant and meaningful curriculum that develops the whole child, excites imagination, fires curiosity, raise aspirations and widens horizons. We aim to enable children to communicate effectively and make a difference in the modern world. We believe that building a strong, supportive partnership with our community based on trust, honesty and high expectations of all will result in our children reaching their full potential.

Aims and objectives of Broughton Jewish Cassel Fox Primary School in relation to SEN provision

- To create an ethos and educational environment that is person-centred has the views, and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2015) in stating 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. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.

- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

The Local Offer

A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

Further information about EHC Plans can be found via the SEN Local Offer:

<http://www.bjcfps.co.uk/Local-Offer/>

<https://www.salford.gov.uk/localoffer.htm>

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mark Hadfield (SENCO) / Angela Miller (SENCO)
- The person co-ordinating the day to day provision of education for pupils with SEN is Mark Hadfield (SENCO) / Angela Miller (SENCO)

ROLE OF THE SEN CO-ORDINATOR

In our school the Special Educational Needs Co-ordinator (SENCO) is Mr Mark Hadfield / Angela Miller (SENCO):

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special educational needs
- supports and advises colleagues
- liaise with other policy writers (EYFS and safeguarding) to ensure SEN children are catered for in all areas of their school life.
- maintains the school's SEN register
- contributes to and manages the records of all children with special educational needs
- monitors the school-based assessment and completes the documentation required by outside agencies and the Local Authority
- organises and manages review meetings for children with SEN
- acts as the link with parents
- acts as the link with external agencies
- monitors and evaluates the special educational needs provision and reports to the governing body
- writes and maintains the school provision map

- provides opportunities for pupils to comment on their views regarding support for pupils with SEN available in school

THE ROLE OF THE GOVERNING BODY

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEN. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with SEN.

The Governing Body has decided that children with SEN will be admitted to the school in line with the school's agreed admissions policy.

ALLOCATION OF RESOURCES

The SENCO 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 statements of special educational needs.

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

The Headteacher and the SENCO work in partnership to ensure that the needs of all SEN children are supported within the school's budget. Support is allocated on need at the beginning of each academic year and reviewed termly to check review progress and impact.

IDENTIFICATION

Around 14% of our children either are at SENS (SEN support) or have statements/EHC Plans (Education, Health and Care Plans). This is slightly above the national average and means that all teachers expect to have children with SEND in their classes. The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'.

Our school has implemented a protocol that promotes equity. Each child follows the school protocol. Any information shared with school is welcomed, such as private assessments, and these will be added to the audit trail for a child. However, private assessments will not necessarily move the child any further on in the protocol.

Our SEND identification protocol can be found on the school website under the Special Educational Needs tab.

Early identification of SEN is vital. The class teacher informs the SENCO and parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess, monitor and review the child's progress in line with existing school practices and Salford Criteria.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

At Broughton Jewish we support the children's needs through a tiered approach: monitored (emerging needs), increased support (increasing needs) and Education and Health Care Plan (significant and complex needs).

A child of school age, or young person, has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The categories outlined in the Code of Practice considered SEND are:

- Cognition and Learning
- Sensory and/or Physical needs
- Social, Emotional and Mental Health
- Communication and Interaction

A graduated approach:

The Graduated Approach defines clearly what is:

1. Baseline inclusive provision for all
2. Reasonable adjustments put in place to support the child or young person
3. Additional provision for those with special educational needs (short-term interventions and long-term support).

Short-term intervention is for a finite period in time (start date, end date) and with a defined outcome to improve and develop an aspect of human development through additional training and learning. The ultimate aim being to increase independence and competency of the learner to thrive and flourish. Long-term support is additionality that supports any long terms need. Reasonable adjustments are variations to a baseline provision, that has been clearly defined. Long-term support is about 'provision that is additional to and different from' that which is ordinarily provided to all. So, the distinction here is provision that is a variation (reasonable adjustments) and provision that is distinctly different and additional. Additional provision requires monitoring, as needs change over time as the child / young person develops. Very rarely is the same provision set for life. Short-term interventions are usually 6-12 weeks with the exception where any improvements take a longer time to record, due to the assessment instrument being used.

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Long-term support is something that is recognised as increasing independence and extending learning, but not necessarily designed to train or improve any specific skill, knowledge or attitude. Whilst long-term provision is static, it is not for life and should be monitored periodically to see whether it is still necessary and having the same impact of increasing independence and extending learning. Often as the child and young person matures, long-term provision previously put in place is no longer required. To keep a learner on the same provision simply because they have always had it is detrimental to their development.

Adaptive teaching / Quality First Teaching

- a) Any pupil/s who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide *differentiated learning opportunities* that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

Case study

Need: Child X has limited communication skills, especially in social scenarios. His vocabulary is limited too due to low reading ability, so he has no words to express his feelings apart from happy, sad or angry. Co-ordination difficulties has also meant he struggles with writing, physical education and playing with other during break times.

Provision scenario 1: Child X is put in small intervention groups for communication skills, reading, precision teaching for additional curriculum vocabulary and also a fine and gross motor skills group. He spends more time out of the classroom than in and this further affects his ability to make friends. In class, he often has a teaching assistant and feels singled out. This impacts his mental health negatively.

Provision scenario 2: Child X's teacher decides to implement a visual emotions chart for the whole class. This helps Child X learn new vocabulary and use it in context. He makes new friends. Some of his friends like sharing new books with him. This helps his reading come on and he starts using audio books at home, which further extends his vocabulary. Child X's other friends play sport, and this helps him develop his coordination skills. Child X is making progress. He is rarely out of the classroom and any in-class support does not make him feel different. He knows he can ask for help from different people when he needs it.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision 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.

Assess

This involves clearly analysing the pupil's needs using different tools such as: 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 how the pupil is progressing.

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, SENCO 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. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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 to 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 SENCO.

Review

Reviews of a child's progress will be made regularly. 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 where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

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 or 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.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by the different Local Authorities of the given child's address, 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.
- b. Parents have the right to appeal against the content of the EHC Plan.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record 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.

Access to the curriculum, information and associated services

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

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

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately according to pupil needs, and assessment is used to inform planning the next stage of learning.

Individual Education Plans (IEP), OR One page profile which employ a small-steps approach, feature significantly in the provision that is made in the school. Breaking down the existing levels of attainment into finely graded steps and targets, helps children experience more measurable success. All children on the special needs register have an IEP or one page profile.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible children are taught within the classroom situation. However, there are times when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom. This support may be given by an SEN teacher, outside agency or trained teaching assistant.

Children with SEN enjoy the same opportunities for extra-curricular activities/clubs as those without SEN.

MONITORING AND EVALUATION

The SENCO monitors the progress of children within the SEN system in school. The SENCO is involved in supporting teachers in planning provision and with writing Individual Education Plans or one page profiles for children. The named governor with responsibility for special needs is also kept informed. The Governing Body reviews this policy annually. The designated safe guarding lead for the school ensures the safe inclusion and the well-being of all children including SEN children (refer to safeguarding policy).

COMPLAINTS PROCEDURE

Any complaints regarding the SEN Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, the SENCO and/or Headteacher will meet by appointment. If, however, parents are still concerned, they may contact the Governor responsible for SEN. Further advice can be gained from the Salford Parent Partnership Service. The school can provide contact information for this service.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

PARTNERSHIP WITH PARENTS

Broughton Jewish Primary aims to promote a culture of co-operation with parents, schools, LAs and external agencies through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and the SENCO.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCO to discuss the child's needs and approaches to address them, using an Individual Education Plan or One page Profile where appropriate.
- Supporting parents' understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Statements of SEN.

A named governor takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Regular meetings with parents and relevant staff are held to share and review the progress of children with SEN. Parents are informed of any outside intervention, and share the process of decision-making and target-setting. Parents are provided with clear information relating to the education of children with SEN.

STAFF DEVELOPMENT

- SENCOs, teachers and teaching assistants will attend SEN courses which are of value and have a particular bearing on children they are supporting.
- Staff are given regular opportunities during INSET to develop confidence and skills in working with children with SEN.
 - Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, which promote Whole School approaches to SEN.
 - NQTs will access specific training and induction programmes.

THE VOICE OF THE CHILD

In this school we encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views in every aspect of their education.

COMMUNICATION

- In this school we acknowledge, encourage and extend parent/carer participation with SEND by:
- creating an environment in which the participation of all parents/carers is welcome.
- teachers and parents treating each other with mutual respect and where differing views and opinions are considered and discussed with a view to finding solutions.
- encouraging parents/carers participation through home-school link books and / or reading records
- promoting relevant and accurate information about SEND related matters through our digital communication and SEND parent coffee meetings.
- Encouraging parents to enter into the a partnership of learning. We expect that parents collaboratively support their child at home.
- We reserve the right to communicate what appropriate and reasonable. For example, not all documents are considered necessary for parents / carers, however these can be requested with reasonable notice.

LINKS WITH OTHER SCHOOLS

- We will ensure that all transfers between schools are planned, monitored and supported to facilitate successful outcomes for children.
- We will consult the LA and governing bodies of other schools, when it is necessary or desirable in the interest of the co-ordinated special educational provision in the area.
- We will collaborate with all other support services and agencies involved with the child and parents and, where appropriate, make joint planning arrangements.