



SEND policy and information report

Birch Hill Primary School

The status of the policy:	Final
Purpose:	<p>To set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)</p> <p>Explain the roles and responsibilities of everyone involve in providing for pupils with SEND</p>
Consultation:	Staff, children and parents
Links with other policies:	<ul style="list-style-type: none">• Accessibility plan• Behaviour• Equality information and objectives• Supporting pupils with medical conditions• Safeguarding and Child Protection Policy• Equal Opportunities Policy• Nurture Policy
Monitoring and evaluation:	<p>This policy and information report will be reviewed by Rebecca Churchill, SENDCo every year. It will also be updated if any changes to the information are made during the year.</p> <p>It will be approved by the governing board.</p>
Date established by governing body:	12 th July 2021
Date for full implementation:	July 2021
Date for review:	July 2022

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Birch Hill Primary School we are committed to working together with all members of our school community. We strive to create an inclusive culture, which recognises and celebrates the diversity of children’s backgrounds, interests, experiences, knowledge and skills.

We offer a broad, balanced and inclusive curriculum and we have high expectations of all of our children. We aim to create a learning environment, which is flexible and supports children based on their needs and not diagnosis. We work closely with parents/carers who are actively involved in their child’s education. All of our children are valued and we monitor and assess the learning and outcomes of all our learners, ensuring the best possible progress is made. Children are supported to participate fully in their learning journey throughout their time at Birch Hill.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

3. Definitions

A pupil has SEND 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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Rebecca Churchill – SENDCo@birchhillprimaryschool.co.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through Quality First Teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Follow the graduated approach and the four-part cycle of assess, plan, do, review.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example specific, moderate or severe learning difficulty.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- SENDsory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use a range of assessments to identify pupils with SEND, which include scores for reading, reading comprehension and spelling as well as termly tests and teacher assessment. We may also use behaviours logged via CPOMs. This information provides data to support the plan, do, review, assess cycle.

The SENDCo will manage and maintain the SEND register. This register will be available on SIMS (the school's information management system). Parents will always be consulted, and permission sought, before a pupil is placed on the SEND register.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Interventions, beyond Quality First Teaching, will be recorded on individual support plans. Targets set will be SMART (Specific, Measurable, Achievable, Realistic and Time bound).
- Children with an Education, Health and Care Plan have the opportunity to share their views as part of their annual reviews. This is recorded in different ways, depending on the child.
- The SENDCo is available at parent evening consultations twice a year, where parents are able to book a consultation.
- Depending on need, meeting may be set up with parents, SENDCo and outside agencies to discuss the child.

For children who are looked after, the SENDCo will liaise with carers, Social Worker and Virtual School to discuss steps being taken. Discussions will take place at both PEP meetings and at necessary points during the academic year.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to the national curriculum targets and national attainment data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will offer additional support, if needed, in the following areas:

- Meeting the SENDCo of the forwarding school/provision
- Informal/formal visits to the new setting
- Transition booklet
- Full handover on the child
- Identifying key workers for the child
- Current teacher contacting new teacher

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Group support (within the class)
- Nurture Group support (KS1 only)
- ELSA (1:1)
- 1:1 daily reading
- Pre-teaching
- Occupational Therapy support
- Speech and Language support
- Handwriting interventions
- Fine/gross Motor Skills
- Play therapy

- ELSA
- Touch typing

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of coloured overlays
- Using now and then boards
- Using communication boards, visuals, visual timetables
- Using scripts so that all adults are using the same vocabulary
- Using resources such as ear defenders, fidget cushions, implementing SENDsory circuits

5.8 Additional support for learning

Teaching Assistants will deliver support to pupils on a 1:1 basis or in small groups.

We have a number of teaching assistants and HLTAs who are trained in reading, reading comprehension, spelling, maths, phonics, handwriting interventions and Speech and Language Early Communication and Listening groups. We also have Nurture Practitioners who are able to deliver SENDsory interventions and social skills groups.

We work with the following agencies to provide support for pupils with SEND:

- Educational psychologist
- ASSC (ASD)
- Behaviour Support Team
- Support for Learning
- Speech and Language service
- Occupational Therapy
- CAMHs / ADOS
- GEMS
- Child Development Centre / Margaret Wells Furby
- Manor Green Outreach Service
- Play Therapy
- Youth Offending Service

5.9 Expertise and training of staff

Our SENDCo has worked at Birch Hill Primary School since September 2018. They are non-teaching and manage the SEND provision across the school. We have a team of teaching assistants, including three higher level teaching assistants (HLTAs). We also have 2 qualified Nurture Practitioner (Accredited) who run our Nurture Group. We also have one teaching assistant who is undertaking the Nurture Group Training (Accredited).

In the last academic year, staff have been trained in:

- CPOMs
- Trauma and Attachment
- ADHD
- Girls with Autism
- Sensory processing
- Behaviour Management
- Playground games
- Internal support/mentoring from the Nurture Practitioners

5.10 Securing equipment and facilities

Additional equipment can be purchased to support pupils in class (this remains the property of the school) or within the school setting. Equipment is purchased based on recommendations from other professionals or if the SENDCo has agreed it as a strategy to support an individual's needs.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Monitoring by the class teachers, teaching assistants and the SENDCo
- Using formative, summative and teacher assessment
- Holding annual reviews for pupils with EHC plans
- Reviewing strategies with other professionals e.g Educational Psychology, Speech and Language Therapy, Occupational Therapy, Autism Service and the use of Boxall Profiles.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in Year 4 and Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops.

The school will work with parents/carers/children to explore all reasonable adaptations to try to ensure that all children are included. School staff will liaise with parents and risk assessments of individuals will be completed to identify safety measures for particularly high need pupils. Where risks are too high the Head Teacher will make this decision and parents will be informed.

The school site provides full access to all learning areas of the school.

There are disabled toilets available on the site.

Regular advice from Advisory support services including Hearing Impaired service, Visually Impaired service, ASSC Service and Physical disability service is sought for individual students to aid any required adaptations.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Key Stage 1 pupils who require targeted support for emotional development will have a Boxall Profile completed and this will be an ongoing tool to guide support and assess the impact of support
- Pupils may be offered ELSA
- Pupils who are of the highest need may be offered play therapy or be signposted to counselling services externally
- Clear boundaries and expectations
- The use of Behaviour Support Plans (BSPs)
- Meetings with key teaching staff to review positive strategies
- Guidance from ADHD and ASC classroom strategies
- Alternative curriculum where appropriate
- We promote emotional and social development through the curriculum using Jigsaw. We have a zero tolerance approach to bullying.

5.14 Working with other agencies

There are a range of professionals that can offer support to children with SEND and their families. Pupils who do not respond to interventions in school may need to be referred to an outside agencies for additional support. The SENDCo or class teacher will liaise with parents in advance of observations and consultations being arranged.

A referral for Early Help or a can be arranged if concerns are at both school and home or a Common Assessment Framework (CAF) can be completed for the family. Referrals will be made by the Family Support Advisor.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the Head Teacher. If the complaint remains unresolved then they will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SENDD tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Information, Advice and Support Service (IASS) provides confidential and impartial advice and information to support parents or carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in Bracknell Forest.

5.17 Contact details for raising concerns

If you have a SEND concern please contact your child's class teacher in the first instance, a meeting can then be held with the SENDCo.

5.18 The local authority local offer

Our contribution to the local offer is on the Birch Hill Primary School Website.

Our local authority's local offer is published here: <https://www.bracknell-forest.gov.uk/special-educational-needs-SENDd/SENDd-local-offer>