

# Brough Primary School



## SEN policy and information report

<b>Policy Date</b>	<b>June 2020</b>
<b>Policy Review Date</b>	<b>June 2022</b>
<b>Lead Person</b>	<b>Amanda Rozenbroek</b>

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### 1. Aims

At Brough Primary School we believe all children are special individuals. Brough Primary School strives to be a fully inclusive nurturing school and does not discriminate against children on the grounds of academic ability, physical ability, gender or ethnic origin. As a result, in this school we support children with a range of special educational needs.

Our SEN policy and information report aims to:

- Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum, ensuring it is fully matched to their needs.
- To identify those children who have special educational needs at the earliest stage. Continuous monitoring of those children with SEND by their teachers will help to ensure that they reach their full potential.
- Use a graduated response to identify children and to assess and accumulate evidence resulting in appropriate provision for the child.
- To ensure identified children have access to a broad and balanced curriculum
- Work with parents to help both parties gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies so that when the children's needs cannot be met by the school alone, outside agencies will be contacted for support. Some of these services include: Educational Psychology Service, Speech and Language Therapy, School Nurse, Hearing Impairment Services, Occupational Health, Physiotherapy, SAPTs, Children and Adult Mental Health Service (CAMHS), South Hunsley Cluster of SENCos.
- Create a nurturing school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where children feel safe to voice their opinions of their own needs. Child participation is encouraged through school by wider opportunities such as: the school council, residential visits, school plays and sports' teams.

## 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A child has SEN 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 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 SENCO

The SENCO is Amanda Rozenbroek and can be contacted by email:  
[arozenbroek@broughprimaryschool.co.uk](mailto:arozenbroek@broughprimaryschool.co.uk)

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet children's' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board 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 SEN up to date

#### **4.2 The SEN Governor**

The SEN Governor is Wendy Palmer and will:

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

#### **4.3 The head teacher**

The head teacher will:

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

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class
- 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
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information report**

#### **5.1 The kinds of SEN 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, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

- Moderate and multiple learning difficulties

## **5.2 Identifying children with SEN and assessing their needs**

The school prides itself on the early identification of special needs and a graduated response to this need is required by the SEND Code of Practice 2014, therefore an SEND Identification Pathway has been introduced for all staff to help guide them through the process.

We will assess each child'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 SEN.

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.

## **5.3 Consulting and involving children and parents**

We will have an early discussion with the child (where appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child'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

Notes of these early discussions will be added to the child's record and parents can access these at any time. We will formally notify parents when it is decided that a child will receive SEN support.

We believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

## **5.4 Assessing and reviewing children's progress towards outcomes**

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

The class teacher will work with the SENCO to carry out a clear analysis of the children's needs.

This will draw on:

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

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child'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 child 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 child's progress.

### **5.5 Supporting children moving between phases and preparing for adulthood**

We will share information with the school, or other setting the child is moving to. We will agree with parents and children which information will be shared as part of this.

#### **When joining Brough Primary School in the Foundation Stage, there is a full induction programme:**

- The school has a good relationship with the feeder pre-school providers and whenever possible will have visited the pre-school before the children start
- The SENCO will also visit individual children, if it is felt that this would be beneficial
- For children where there are multi-agency meetings planned, the SENCO will endeavor to attend
- The Early Years Foundation Stage teachers conduct home visits
- 'ALL about Me' information will be created to share between home and school.
- The children are invited in to school in the summer term
- Additional visits to the school can also be arranged with pre-school providers.
- When appropriate access to appropriate training to ensure we are prepared and equipped to meet the child's needs will be undertaken.
- Appropriate referrals to outside agencies will be made swiftly
- Additional arrangements can be made on an individual basis

#### **When children are moving between year groups:**

- Children and their current class teacher update their 'Support Plans' which contains information that they feel their new teacher should know about them. This is then given to their new teacher.
- 'All about me book' are developed for ease of transition, which are shared at home throughout the summer.
- Children with additional needs have an opportunity to prepare questions that they have about the change and are given opportunities to find out the answers.
- Children are asked to take messages/ meet their new teacher, to create opportunities for them to familiarise themselves with the teacher and area of school.
- Children take work that they are proud of to show their new teacher.
- Children will take part in new classes day in the summer term, where all children will spend time in their new classrooms and meet their new teacher

### **When children are transferring to secondary school:**

- The SENCo from the secondary school is invited to SEND EHCP/Statement review meetings for all children in year five and/or the autumn of year 6.
- There are a number of visits to South Hunsley and members of staff from South Hunsley visit the children in year five and year six
- There is an extra transition visits to South Hunsley for children whom it is felt would benefit from this
- Individual transition arrangements are made according to the child's needs.

When a child with SEND is transferring to Brough Primary at any other point in their education:

- Contact with members of staff from the child's current school will be made
- Where possible a visit will be made to the setting the child is currently in.
- Depending on the level of need the child has, a meeting may be held to address arrangements needed to support the child's inclusion
- Appropriate training will be accessed if needed, to ensure the school is equipped to meet the child's needs
- Appropriate referrals to outside agencies will be made swiftly
- We will provide the child with a 'buddy' to support their transition. Their 'buddy' will show them around the school and be there for them during social times

### **5.6 Our approach to teaching pupils with SEN**

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

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

We will also provide the following interventions:

- In class support for groups and individuals when appropriate in and outside of the classroom.
- Group interventions usually led by a teacher or experienced/ well trained teaching assistant.
- One to one programme of work to address dyslexic needs or mathematical difficulties.
- One to one speech and language interventions (overseen by the Speech and Language Therapy service).
- One to one/small group interventions to address social, emotional and behavioural needs.
- An Emotional Literacy Support Assistant (ELSA) to offer whole school strategies to support positive mental health, as well as supporting individual children.
- A counsellor to offer support to children and parents.
- The Bridge is a nurturing provision, where children can access support for their emotional and learning development in a nurturing environment; learning through a variety of practical approaches. The staff model positive relationships with an emphasis on the development of language and communication skills and a focus on social, emotional and challenging behaviour. Children in the nurture rooms gain skills such as listening, sharing and turn-taking, and strategies to aid emotional regulation. Reducing (or removing) barriers to learning, therefore enabling success back in the mainstream classroom.

## **5.7 Adaptations to the curriculum and learning environment**

For the majority of children, the National Curriculum can be differentiated to a level to meet their needs in learning within the classroom, through quality first teaching. For a small number of children, the curriculum (in particular English and Maths) needs to be significantly differentiated, with additional support to help access the learning.

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

- Small step objectives will be used from BSquared.
- Differentiating our curriculum to ensure all children 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.
- Teachers are skilled in using visual, auditory and kinesthetic approaches to respond to different learning styles
- Teachers readily adapt their language and questioning to suit the needs of the child.
- The school also incorporates trips, visits and visitors to provide the children with real experiences to enrich their learning

## **5.8 Additional support for learning**

Every class has allocated teaching assistant time; one of the main focuses of this is to support individuals and groups within the classroom to achieve the next steps in their learning. The school also has teaching assistants that are trained to deliver a number of interventions.

The school also offers one to one programmes of work for 1 to 2 sessions weekly to address dyslexic needs or give additional maths interventions.

The school provides excellent support for children with Speech and Language needs, offering individual programmes of work delivered by a qualified teaching assistant.

There will be a graduated response to a child's needs and the resources allocated will be proportional. This means that in the first instance it is usual to put resources, strategies and support in place at a school level and to assess the progress made with these additional arrangements in place. If the progress made is not considered to be adequate, in consultation with parents, referrals may be made to outside agencies.

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

- Educational Psychologist Service
- Sensory and physical teaching service (SaPTS)
- Speech and Language Therapists (SALT)
- EHASH
- Behaviour Support services
- School Nurse
- Youth and Family Support Service (offering support for families with children over 8)



- Brough Children's Centre (offering support for families with children under 9)
- CAHMS

### **5.9 Expertise and training of staff**

As a school, we feel appropriate expertise and training is paramount to the success of the support for SEND.

Our SENCO has 5 years of experience in this role and has the National SENCO award, PGCE in Special Educational Needs and Inclusion, as well being a trained Nurture Practitioner. There is allocated time during the week to manage SEN provision.

We have a team of teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Training accessed by classroom based staff (provided by external agencies)

- Supporting children with Autism
- Supporting children with Dyslexia
- Supporting children with Down Syndrome
- Sensory Processing
- Precision teaching
- Talk Boost
- TEAM Teach
- Introduction to Nurture principles
- ELSA (Emotional Literacy Support Assistant) training

Training accessed by classroom based staff (provided internally)

- What is a graduated response- Identification pathway
- Interventions/ strategies to support children with SEND
- Teaching Children with Social, Emotional, and Behavioural Difficulties- A nurturing school.

### **5.10 Securing equipment and facilities**

The school has a variety of adaptations to include disabled and visually and hearing impaired pupils

and parents:

- Disabled ramps are in place and there are 2 disabled toilets.
- Yellow paint highlights major obstacles, kerbs and uneven surfaces for visually impaired children.
- A sensory room is available for all children to support sensory needs.
- All staff have had training on making the classroom accessible for children with Dyslexia.

The school will seek the help and advice of other agencies to secure additional equipment should this be necessary.

For more information refer to the Accessibility policy on the school's website.

### **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term in the form of a termly support plan- with parents.
- Wherever possible assessments are completed prior to an intervention and repeated following an intervention, this is so that the success can be monitored and adaptations made as necessary. Parents will be informed if their child is participating in an intervention and are invited to discuss their progress once it has been completed
- Reviewing the impact of interventions after a given number of weeks, so interventions can be adapted to suit the needs of the children.
- Using pupil and parent questionnaires
- Monitoring by the SENCO in form of learning walks, observations and pupil voice.
- Using Boxall Profile, B-squared (small steps) and internal assessment data to measure progress
- Holding annual reviews for pupils with EHC plans
- Termly SENCO and governor meetings to review aspects of provision and to monitor progress.

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

We encourage all children with SEN to take part in all wider activities that the school offers.

They are encouraged to take part in the residential visits to The Deep, Cloughton and Robin Wood and all other school visits, with adaptations where necessary.

The additional needs of the children are discussed at pre-visit meetings with the teacher, working in consultation with parents, and use individual risk assessments to ensure a considered approach.

A conscious effort is also made by teachers to give children with special educational needs appropriate positions of responsibility.

Support for playtimes, lunch times and entering and leaving school is allocated on an individual basis, for those who require additional support either for socialising with other children or for health and safety reasons.

All children are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **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:

- Every child is treated as an individual and pastoral arrangements can be made discreetly as required.
- We have a teacher who is ELSA (Emotional Literacy Support Assistant) trained as well as being a Parental Support Advisor (PSA). She works with individual children on activities tailored to suit their emotional needs and provides support to parents.
- We have a counsellor to support the emotional needs of children and to support parents.
- Class circle times are also regularly used to support the needs within the class.
- The school also uses a variety of social skills programmes depending on the needs and age of children.
- A range of equipment is provided at lunch and play times to facilitate social interaction.
- For some children with an EHC plan, play time and lunch time teaching assistant support is used to support social interaction.
- If a child is exhibiting challenging behaviour we will seek to identify the causes and look to adapt the environment, learning and other possible contributing factors to alleviate some of the behaviour.
- The school uses a variety of reward systems focusing on incentives that matter to the child.
- Where relevant we will work with parents to identify needs of the family as a whole. This may involve completing an Early Help Assessment for Families. This enables a holistic view to be sought and relevant referrals made to other agencies which may be able to support a child as well as a family. This may lead to a TAF (Team Around the Family) meeting which draws together all of the involved agencies to enable a coordinated approach.
- For children with medical needs, a Health Care plans will be in place. As part of this, children's needs are identified and necessary intervention and support is planned in.
- We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The school is open to working with any other relevant agencies, including social care. All agencies that are involved with a child will be invited to 'support plan review' meetings and for children with an Education, Health and Care plan, the annual review. If representatives are not able to attend in person they are asked to contribute a written report.

### **5.15 Complaints about SEN provision**

The school endeavours to be approachable and feels it is very important that parents feel comfortable talking to staff about any issues. The school is open to suggestions and welcome feedback

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then 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 SEND 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 SEN**

**Support services available to parents are:**

- **KIDS Mediation:** Helps parents and young people resolve disputes about Education, Health and Care (EHC) needs assessments and plans, as well as other SEND related issues.  
**Email:** <https://www.kids.org.uk/yorkshire-and-the-humber>
- **Family Information Services Hub (FISH)** – Free impartial service for children, young people, parents/carers and the people who support them;  
**Telephone:** (01482) 396469  
**Email:** [www.fish.eastriding.gov.uk](http://www.fish.eastriding.gov.uk)
- **SEND Information, Advice and Support (SENDIASS)**- offers impartial, confidential information, advice and support for parents and carers of children and young people (aged 0-25) with special educational needs or disabilities and those who support them;  
**Telephone:** (01482) 396469  
**Email:** [sendiass@eastriding.gov.uk](mailto:sendiass@eastriding.gov.uk)
- **East Riding Parent/Carer Forum (EYPCF)** - works with the East Riding Council and health partners to help improve services for parents and carers of children and young people with special educational needs and disabilities. They consult with parents and carers all across the East Riding about what works well and any issues they may have.  
**Telephone:** (01262) 678283  
**Email:** [admin@eypcf.co.uk](mailto:admin@eypcf.co.uk)
- **0-25 SEND Team**  
The Hub and Specialist Services  
**Telephone:** (01482) 394000  
**Email:**

### **5.17 Contact details for raising concerns**

Each member of staff within school has a part to play in ensuring that every child has a happy and fulfilling school experience. Working collectively to ensure the best for all the children. Every teacher in the school is a teacher of SEND. The individual child's class teacher is responsible for the progress of the child and for their day to day provision. Class teachers will usually be parents' first port of contact. However, the SENCO (Amanda Rozenbroek) can be contacted at any time.

Telephone: (01482) 667352

Email: [arozenbroek@broughprimaryschool.co.uk](mailto:arozenbroek@broughprimaryschool.co.uk)

## **5.18 The local authority local offer**

The Local Offer is what the local authority and all its services including schools can provide for SEND.

Details of the school's contribution to the Local offer for this school can be found on the school's website.

The East Riding's Local Offer is accessible via a dedicated website [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk).

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO (Amanda Rozenbroek). It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions