

Brough Primary School



SEN policy and information report

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Lead Person	Amanda Rozenbroek

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	11
7. Links with other policies and documents	12

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:

- Set out how our school will support and make provision for children with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for children with SEN
- 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 (SALT), School Nurse, Hearing Impairment Services, Physiotherapy, SAPTs, Child and Adolescent 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 children 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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

A child has SEN if they have a learning difficulty or disability that 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 SENCO

The SENCO is Amanda Rozenbroek and can be contacted by email: 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 (LA) and its support services
- Liaise with potential next providers of education to ensure children 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 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
- 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 a SEND Identification Pathway is used by all staff to help guide them through the process.

We have an Early Years SEND leader who is a fully qualified SENCO. This is to ensure we are identifying need from an early age, so the correct support and adaptations can be made as early as possible.

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 follow our SEND Pathway, which involves parents from the beginning.

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 consider 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 child'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 Early Years SEND leader will also visit individual children, if it is felt that this would be beneficial
- For children where there are multi-agency meetings planned, the Early Years SEND leader or SENCO will endeavour to attend
- The Early Years Foundation Stage teachers conduct home visits
- 'One Page Profile' 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.
- 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 identify what the child finds difficult and progress against targets This is then given to their new teacher.
- 'One Page Profile' which contain information that their new teacher should know about the child, are reviewed and amended by child/parents and teachers.
- Children 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 transition sessions in the summer term, where all children will spend time in their new classrooms and meet their new teacher
- A transition document or a social story will be created, dependent on need, for children to share with parents over the summer break.
- Dependent on need, children are invited to attend school before the term begins in September to familiarise themselves with their new classroom seating plan, coat peg, and any other changes in the school.

When children are transferring to secondary school:

- The SENCO has regular discussions around SEND need during the final year of primary with the chosen secondary school's SENCO.
- The SENCO from the secondary school is invited to the SEND EHCP review meetings for all children in year five and/or the autumn of year 6.
- There are opportunities to visit their secondary school provision and members of staff from their secondary school of choice, are offered the opportunity to visit the children in year six
- There are extra transition visits to their secondary school of choice for children whom it is felt would benefit from this.

- Additional 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/previous 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
- 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 adapted for individual children.

We will also provide the following interventions:

- Group interventions usually led by a teacher or experienced/ well trained teaching assistant.
- One to one programme of work to address dyslexic needs
- 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.
- Counselling
- **The Enhanced Resource Provision (ERP) - The Bridge:** is a nurturing provision for children with an EHCP with a primary need of Social, Emotional and Mental Health (SEMH). Places are allocated through the consultation process within the Local Authority. Here 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 Bridge 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

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

Teachers have a repertoire of strategies which are emphasised for children with SEND these include:

- Flexible groupings
- Cognitive strategies (for example: repetition, concrete examples, summarising meaning and using imagery for memorisation)
- Metacognitive strategies (for example: encouraging thinking aloud, asking questions, use of reflection and mnemonic aids)

- Explicit instruction
- Using technology to support pupils
- Scaffolding (breaking up learning into chunks and providing a tool, structure with each chunk)

We also ensure:

- Visual timetables clearly displayed and referred to in the classroom
- For those working below age related expectations small step objectives will be used from BSquared and reviewed in line with the assessment process across the school
- Longer processing times, pre-teaching of key vocabulary for those that need it.

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. Teaching assistants supplement the teaching from the classroom teacher. 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 and fine motor needs.

The school provides support for children with Speech and Language needs, offering individual programmes of work delivered by a speech and language trained 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 (EPS)
- Sensory and physical teaching service (SAPTS)
- Speech and Language Therapists (SALT)
- SEND 0-25 team
- Behaviour Support services
- Early Help Service and Safeguarding Hub (formerly EHASH)
- 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 8 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.

Our Early Years SEND leader has 3 years of experience in this role and has the National SENCO award.

There is 3.5 days of 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
- Sensory Processing
- Supporting children with SEMH needs
- TEAM Teach
- ELSA (Emotional Literacy Support Assistant) training
- Supporting children with hearing impairment
- Picture Exchange Communication System (PECS)

Training accessed by classroom-based staff (provided internally)

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

5.10 Securing equipment and facilities

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

- Disabled ramps are in place and an accessible toilet.
- 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 and emotional regulation

If specific facilities are needed to support children, a request is put in place to the Local Authority - such as a changing facility/ area.

Additional equipment and resources are requested through the school budget and are granted on a needs basis- these include, sensory resources, chrome books, headsets with microphones and any other equipment needed to ensure inclusion.

The school will also 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 children's' 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 the form of learning walks, book scrutiny 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 SEND to engage in activities available to those in the school who do not have SEND

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

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

All are encouraged to take part in all of the residential visits in Year 3/4 and Y5 and 6 and all other school visits, with adaptations where necessary. Any additional needs of the children are discussed at pre-visit meetings with the teacher/ residential leader, working in consultation with parents, and with use individual risk assessments to ensure a considered approach.

All pupils are encouraged to take part in sports day, school plays and workshops. etc.
No pupil is ever excluded from taking part in these activities because of their SEN or disability,

A conscious effort is also made by teachers to give children with special educational needs appropriate positions of responsibility, such as monitors for doors/ cloakrooms.

Additional support for playtimes, lunch times and entering and leaving the school is allocated on an individual basis. This may be for specific social communication needs or for health and safety reasons.

Please refer to the school's accessibility policy, as it covers:

- Improvements to the physical environment that enable disabled children to take better advantage of the education, benefits, facilities and services that the school provides.
- The availability of accessible information to disabled children.

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 two staff members who are ELSA (Emotional Literacy Support Assistant) trained. They work with individual children on activities tailored to suit their emotional need and provide support to parents.
- We have an external counsellor who can work with parents and children on a monthly basis.
- The Zones of Regulation (ZOR) is built into our PSHCE curriculum. It develops awareness of feelings, energy and alertness levels, while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.
- Class circle times are used regularly to support the needs within the class.
- The school also uses a variety of social skills programs 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 and communication.

- 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:

Please see the East Riding Local offer- <https://www.eastridinglocaloffer.org.uk/>

- **Hull and East Riding Children's Neurodiversity Service**

The Children's Neurodiversity service includes the following core services:

- The Front Door Team
- Autism (ASD) & Attention Deficit Hyperactivity Disorder (ADHD) assessment and screening service
- Children's Community Team for Learning Disabilities (CTLD)
- Children's Sensory Service
- Children's SEND Sleep Support Service.

Telephone: 01482 692929, select option 2 and Option 2

<https://www.humber.nhs.uk/>

Email: hnf-tr.herneurofrontdoor@nhs.net

In writing to: Hull & ERY Children's Neurodiversity Service, 2062-2068, Hessle Road, Hessle, HU13 9NW

- **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
<https://www.eastridingsendiass.org.uk/>
Email: sendiass@eastriding.gov.uk
- **Family Information Services Hub (FISH)** – Free impartial service for children, young people, parents/carers and the people who support them;
Telephone: (01482) 396469
<https://fishwebsearch.eastriding.gov.uk/>
Email: fish@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
<https://eypcf.co.uk/>
Email: 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 also be contacted.

Telephone: (01482) 667352

Email: 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.

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

- Anti- Bullying
- Behaviour
- Child Protection
- Equality information and objectives
- Supporting pupils with medical conditions policy