



Brickhouse Primary School Special Educational Needs & Disabilities Policy

Information about our Special Educational Needs & Disabilities (SEND) Provision

At Brickhouse we recognise that a child has SEND if they have a learning difficulty or an ability which is significantly greater than the majority of children of the same age.

We believe that all children are vulnerable to stress caused by personal circumstances and most experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods, and this will be regarded as a special need.

Children may be said to be SEND if they are not reaching their full potential due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

The aims of our SEND Policy are to ensure that:

- All children are given equal access to the curriculum and that each child's achievements are valued.
- We identify and access children with SEND as early as possible.
- All procedures for identifying children with SEND are known by everyone.
- There is involvement of the parents at every stage.
- We provide differentiation within a balanced and broadly based curriculum, in a way which supports children with SEND.
- Records follow the child through the school which are clear, factual and up to date.
- We raise staff awareness and expertise through INSET.
- There are adequate resources for SEND.

- We maintain close links with the support services, other schools and agencies.

The name of Brickhouse's SEND Co-ordinator (SENCO):

The person responsible for co-ordinating the day-to-day operation of the SEND policy is Mrs. S. Batham

The SEND designated governor is Mrs. B. Dial

Arrangements for co-ordinating provision for children with SEND

The SENCO is responsible for:

- The day to day running of the SEND policy, in conjunction with the Headteacher
- Liaison with and advising all staff members, teaching and non-teaching.
- Maintaining the Special Needs Register.
- Co-ordinating the provision for children with Special Needs.
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Needs.
- Contribute to in-service training for staff.
- Liaison with outside support services, agencies and voluntary bodies, including Inclusion Support, Speech and Language, Sensory Impairment, the Education Welfare Service, Social Services, CAMHS etc.
- To assist class teachers to draw up Provision Maps in consultation with other staff members (e.g. EAL teachers, LSA) and parents, where appropriate.
- Maintain close links with all parents of children with SEND.
- Co-ordinating Annual Reviews for children with Educational Health Care Plans (EHCP).
- Liaising closely with the Headteacher.

The Headteacher is responsible for:

- Overseeing and assisting with the efficient implementation of the SEND policy.
- The allocation and effective use of the SEND Budget.

- Once a child has been entered on the SEND Register formal records are kept in individual files, in each class
- Records are accessible to all teachers and professionals.
- Current Provision Maps are kept in SEND Folders which each class teacher has. Provision Maps from previous terms are also kept in these folders.
- Class teachers of EHCP children have an up to date copy of the current EHCP in their files.

Admission arrangements

Brickhouse's admission arrangements are published separately and in line with the LA's Admission Policy.

Any SEND specialisms and any special units

The school has no special unit or specialisms.

Facilities for children with SEND

The Success Centre is used for withdrawal teaching.

Specialised medication for an individual pupil is stored in the School Office along with procedures and the protocol.

Information about Brickhouse's policy for the identification, assessment and provision for all children with SEND

The allocation of resources to and amongst pupils with SEND

- LSA's or LSP's are employed to work in class rooms to support children.
- LSA's or LSP's are employed to support children on Wave 2.
- LSA's or LSP's work with Wave 3 and EHCP children.

Identification and assessment arrangements and review procedures

We aim to identify children with special educational needs as early as possible in their school career. To this end the SENCO meets each

class teacher at least one a term to discuss any problems that might have arisen and any change in the needs of the class.

Once a teacher has expressed concern about a child the SENCO records that concern and makes arrangements for the teacher to monitor the child's progress until the next meeting or sooner if the concern continues.

Once this concern has been registered the class teacher will work closely with the child in the normal class room context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. withdrawal interventions. There will also be informal consultation with the parent/carers.

If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin Wave 2 support.

Wave 2

When a class teacher or the SENCO identifies a child with SEND the class teacher should provide interventions that are additional to and different from those provided as part of the Brickhouse's usual differentiated curriculum offer and strategies.

The triggers for intervention through Wave 2 could be the teachers or others concerned, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

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

Children at this stage should be offered extra support from within the school's resources, within the context of a Provision Map (PM)

The PM should contain:

- The teaching strategies to be used.
- The provision to be put in place.
- Success and or exit criteria.
- Outcomes.

Wave 3

Inclusion Support should be involved in considering whether to proceed to Wave 3. They should be provided with up to date information about the pupil, including all previous and current profiling forms and PM's which serve as referral information.

If after advice from Inclusion Support, the school and parents consider that help is needed from Inclusion Support the SENCO completes form IS1 requesting support.

At Wave 3 external support services, both those provided by the LA and by outside agencies, will usually see the child in school, if that is appropriate and practicable, so that they can advise teachers on new PM's with fresh targets and accompanying strategies.

The triggers for Wave 3:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum standards substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Education and Health Care Plan (EHCP)

Before requesting an EHCP schools should be able to demonstrate the processes and interventions put in place to support the child in order that they can make progress; costs of support will be in excess of £6,000. This SEN Handbook contains a wealth of advice and the Assessment and Moderation Panel will expect to see evidence that it has been utilised prior to requests for EHCP being made.

A key part of the EHCP process is a Community Assessment Meeting which is intended to gather parents and professionals to share their knowledge and understanding of and with the child or young person and decide the outcomes they will strive for in terms of employment, friends and living in the community and independence. A CAM must be held before requesting an EHCP.

The EHCP paperwork is sent to the LA SEND Department where, in consideration with similar documents from other involved professionals, a decision is made whether or not to issue an EHCP.

Provision is then made by the LA dependant on the particular needs of the child.

Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum, including the National Curriculum

Our policy is to provide access for all children to the National Curriculum. Different ability groups and needs will be catered for by differentiated planning and classrooms are organised and managed with this in mind.

From Wave 2, children with SEND are given support from within the school's resources. These are, as previously outlined.

- LSA's
- LSP's
- Sound Discovery
- Enable +
- Write Dance
- Five Minute Box
- Five Minute Number Box

- SENDI
- Anger Management
- Counselling
- Learning Mentoring
- Reading Volunteers

The integration of children with SEND within the school as a whole

At Brickhouse we are committed to the LA's policy of inclusion where we believe that we can cater appropriately for a child's SEND. We are always keen to ensure that a child with SEND has the right adult support and is in regular contact with the Inclusion Support.

Criteria for evaluating the success of the SEND policy

The policy is reviewed where there are changing circumstances and at least once every three years. The next planned review will be Spring 2027.

INSET needs are reviewed regularly. Staff meet annually with the Headteacher to identify their individual INSET needs. The SEND Governor visits the school to monitor the progress and provides feedback to the Governing Body. The Governors report on the success of the policy in the School Profile, as appropriate.

Monitoring will consider the following:

- Is there effective communication between staff, parents and SEND coordinator?
- Is the Provision Maps addressing the needs of the child? Do the children know their own targets? Are they achieving?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Are parents happy with the provisions for SEND children?

In addition, the success of the SEND policy will be reflected in the following:

- The results and analysis of the Sound Discovery, Phase Word Tests and other interventions.
- The number of exclusions from the school.

- The results and analysis of SAT's and teacher assessments.
- The views of the staff, parents and the Governing Body.
- The number of children whose needs are being met and who move down or off the different stages.
- The results and analysis of termly teacher assessments our school assessment system
- The numbers of SEND children meeting their end of year set targets
- The results and analysis of annual Reading, Writing and Mathematics tests

Arrangements for considering complaints about SEND within the school

We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school.

Informal complaints can be discussed with the class teacher.

Formal complaints can be discussed with the SENCO and/or the Headteacher in the hope that a satisfactory resolution can be found.

The Governor with responsibility for Special Needs may be consulted.

If parents are dissatisfied after these stages they can make a written complaint to the Chair of Governors or they can contact the LA. A committee of the Governing Body may then be convened to hear the complaint.

Information about the staffing policies and partnership with bodies beyond the school

Brickhouse's arrangements for SEND in-service training

We recognise that teaching and non-teaching staff will need in-service training on aspects of SEND in order to update policy and inform practice. It is envisaged that regular INSET each year will be set aside for SEND training as well after school meetings.

Safeguarding, Behaviour and SEND policies will be reviewed regularly.

Staff working with children with SEND regularly attend meetings organised by the Inclusion Support, where appropriate.

Use made of teachers and facilities from outside the school, including support services

A yearly SAP meeting is held with Inclusion Support, the SENCO and the Headteacher to determine the pattern of work and visits for Inclusion Support for the coming academic year.

We have access to:

- A Special Educational Advisory Teacher for Learning (SENAT-L)
- A Special Educational Advisory Teacher for Social, Emotional & Mental Health (SENAT-SEMH)
- An Educational Psychologist (EP)

They visit school based on the requirements of the school identified in the bi-annual SAP meetings.

- When they visit they may:
 - make individual assessments
 - meet with parents
 - meet with class teachers
 - meet the SENCO and discuss individual children

Our attendance and punctuality is monitored by an external Attendance Officer, in consultation with the Headteacher and our Attendance Leader, as well as by the LA.

There is regular communication between the school and social services, the child protection team, the child health service; the LA special needs section and Inclusion Support.

Arrangements for partnership with parents

Parents are partners in their child's learning and are welcomed to praise assemblies and other parent assemblies, to work alongside children in the classrooms and on visits, thus supporting co-operative and

collaborative learning. Parents are asked into school three times each year for a Parent Meetings

Parents are involved at every stage of SEND profiling system. We believe it is essential to have a good dialogue with parents of children with SEND and value the information and insight they can provide us with.

We encourage parents to contact us with details of any medical condition, which might affect their child's education, and to plan with us to meet any such needs.

We particularly ask parents to contact us after their children have had hearing or vision tests or school medicals.

Links with other mainstream and special schools, including arrangements when pupils change schools or leave schools

Brickhouse has established links with a number of secondary schools.

When children on the SEND Register transfers to Secondary school the SENCO and the Year 6 teacher meet with the SENCO of that school.

All the SEND information is passed on to the receiving school.

When a child transfers to another primary school any SEND information and child protection concerns are passed on. The SENCO will make contact with the SENCO of that school if further information is needed.

If a statement child is going to a special school we make arrangements for the child to visit the school beforehand, with their identified LSA or LSP, with if possible with the Head or the SENCO.

Links with health and social services, educational welfare services and any voluntary organisations

Our school nurse is in contact with the Headteacher and SENCO. She visits the school to screen any children who need to be seen.

We have links with:

- Inclusion Support

- Sensory Impairment Team
- Hearing Impairment Team
- PPE Team
- The Orchard Special School
- CAMHS
- Social Services
- Child Protection Team

Date: March 2024

Review Date: March 2027