

BROOMFIELDS JUNIOR SCHOOL



SPECIAL NEEDS & DISABILITY POLICY

DOCUMENT STATUS

Version	Date	Action
1	December 2009	Policy Review
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Broomfields Junior School.

Policy to promote the successful inclusion of pupils with Special Educational Needs and disabilities.

The Public Duty of the Equality Act 2010

Protected characteristics in the act include sex, sexual orientation and gender reassignment.

Schools have due regard to:

- (a) "eliminate discrimination, harassment, victimisation"**
- (b) "advance equality of opportunity"**
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"**

This includes tackling prejudice and promoting understanding.

This SEND Policy works alongside and in conjunction with The Local Offer offered by Warrington Local Authority.

The Special Educational Needs and Disability Code of Practice: 0-25 Years defines Special Educational Needs as:

- A child or young person having a learning difficulty or disability which calls for special educational provision to be made for him / her
- A child or young person who has a significantly greater difficulty in learning than the majority of others of the same age or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

This policy should be read with:

- Equality Policy
- Teaching and Learning Policy
- Special Educational Needs and Disability Code of Practice: 0-25 Years

PRINCIPLES

At Broomfields Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

We aim to develop an ethos of care, empathy and understanding. This is essential when dealing with children with Special Educational Needs, who may have low self-esteem.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

PHILOSOPHY

Our school is committed to enabling every child to reach their potential, regardless of ability level, race, gender or cultural background. We are committed to each child's personal well-being and academic success. Every child has access to the National Curriculum 2014 through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every child's needs and, for those children that need it, additional interventions are provided to enable progress to be made.

In line with the current Special Needs Code of Practice 2015 we believe;

- A child with Special Educational Need or Disability (**SEND**) will have their needs met
- All teachers are teachers of pupils with additional needs and everyone will commit themselves to the challenge of ensuring pupil participation
- Where appropriate, the views of the child will be sought and taken into account
- Parents have a vital role to play in supporting their child's education and parents' views will be sought in deciding actions and interventions to help their child
- Relationships of mutual respect will be developed with every child - celebrating successes and supporting children through difficulties
- Due regard will be given to the Special Needs Code of Practice 2015 in all decision making, including liaison with other agencies.

In line with the Code of Practice 2015 which emphasises outcomes for children and young people from 0-25, we believe we all have a role to play in securing the best possible outcomes for children in school which will lead to them being successful as young adults.

AIMS

Our overall aims are:

- To identify children causing concern as early as possible
- To ensure that the learning environment matches the pupils' needs
- To assess, develop strategies, teach and monitor the child's progress to enable the child to make progress and achieve their potential (in academic, emotional, social and/or behavioural aspects of development)
- To maintain and enhance self-esteem of children who have difficulty in accessing the curriculum or conforming to behavioural norms at school
- To enable and encourage children to participate in setting targets and contributing to intervention plans
- To provide support as appropriate for a child's needs, working in liaison with other agencies as necessary
- To target resources (human and material) as appropriate to achieve the best outcomes and value for money

ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENDCo and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

IDENTIFICATION, ASSESSMENT AND PROVISION.

All pupils throughout the school are monitored via our Provision Mapping system which identifies each child's needs against the four areas of need in the Code of Practice 2015, and also identifies the provision in place for that child (staffing, resources, activities, approaches). During termly Progress Meetings children are reviewed and discussed by the Head Teacher, class teachers and the **Special Educational Needs / Disabilities Co-ordinator** (SENDCo) Mrs Plant, particularly at transition time in July.

As recommended in the SEND Code of Practice 2015, there is a step-by-step, graduated model of action and intervention to help children who have SEND at Broomfields. This approach recognises that there is a continuum of SEND. Where appropriate, external specialist expertise will be sought to advise on the difficulties that a child may be experiencing; therefore ensuring progressively more powerful interventions can be used to meet increasing need. This model also allows the range, type and intensity of interventions to be reduced as a child makes adequate progress.

All good quality first teaching involves a cycle of: assess need – plan to meet the need – deliver the plan – review the plan – begin again. For those children with identified SEND, this cycle may involve joint working with other agencies.

STEP 1 – MONITORING

Step 1 is a school based step not recognised within the Code of Practice 2015. In this phase, children may only be slightly in arrears with their learning, or have an emerging need and we are gathering information to establish if we need to put interventions in place to support the child. Children in this category may be causing concern to their class teacher or parent, or the child themselves may be concerned about progress being made in school. There may be a concern about development in any of the four areas of need as set out in the Special Educational Needs Code of Practice:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional & Mental Health Difficulties
- 4) Sensory and/or Physical Needs

or a combination of these.

The class teacher will then carefully **monitor** the situation to gather some evidence of the problem.

A number of diagnostic tools can be used, such as:

- Classroom/playground observations
- Social/emotional observations
- Miscue analysis/appropriate reading tests
- Diagnostic dictations
- Spelling tests
- Numeracy assessments
- Visual/auditory discrimination tests
- Standardised test scores
- CAT4 assessments
- IDL assessments

The class teacher will then inform the SENDCo of their observations and concerns. They will then discuss the child's records and teachers' observations to build a picture of the child's strengths and areas of concern using the initial concerns form. This may then be shared with the parents and/or the child as appropriate.

Following this, if concerns remain the child will be moved onto Step 2

STEP 2 – SCHOOL SUPPORT

Again, this is a school based step not recognised within the Code of Practice 2015.

Following monitoring, if concerns remain, group or individual interventions may be set up to support the child and parents will be involved in deciding the way forward. This will be recorded on an 'Individual Learning Plan'.

The SENDCo and/or Class Teacher use the assessments and observations to draft an Individual Learning Plan with clear outcomes outlined for the child. The Individual Learning Plan is a planning, teaching and reviewing tool which should underpin the process of planning intervention for the child. The Individual Learning Plan records the desired outcomes, appropriate resources, suitable teaching strategies, links to interventions, as well as outlining how parents can help, what is expected from the pupils and when the Plan will be reviewed. These outcomes are then discussed with the parents and child (when appropriate) and finalised. The child's name will then be entered on the school's Provision Mapping at 'School Support'. The plan is emailed to parents and they have the opportunity to comment on the plan.

When pupils in the same group have common outcomes, and hence common interventions are being applied, a Group Learning Plan may be drawn up rather than producing Intervention Plans for each child.

The class teacher remains responsible for planning the intervention programme, but may delegate its delivery to a teaching assistant (TA).

The setting of desired outcomes will involve the parent and child (where appropriate) and is repeated on a termly basis (or more frequently if necessary). After evaluation of the outcomes it may then be felt that:

- a) Intervention has been effective, and further Individual Learning Plans are necessary to ensure continuing progress
- b) The problem has been resolved, therefore no further interventions are necessary
- c) The problem has been resolved, therefore no further interventions are necessary, but the child is to be returned to Step 1 for careful monitoring
- d) The gap has widened and it may be necessary to consult an outside agency, therefore moving onto Step 3 SEN Support. The key test of the need for further action is evidence that the current rate of progress is inadequate and that perhaps external advice is required.

STEP 3 – SEN SUPPORT

Children at this stage fall within the definition at the start of this document. These children have a learning difficulty which requires a more structured approach in order to assist them in overcoming their barriers to learning. Examples of this may be an individualised programme, the advice of an outside agency, or the school delivering a programme devised by an external professional. Again, an Individual Learning Plan will be devised and agreed between parents, the school and, if appropriate, the child.

For children with complex needs, where multiple professionals are involved, an Action Plan will be agreed for the term with parents and, if appropriate, the child. The SENDCo will be involved in coordinating the delivery of the Action Plan.

The SENDCo and class teacher, in consultation with parents, may ask for help from external services, such as Warrington's Educational Psychologist (during an EHCP assessment), health workers (school nurse), mental health workers, speech and language therapists, community paediatricians and occupational therapists as necessary for the individual child. They keep a record of any advice received about a pupil from external agencies and incorporate these into any Intervention Plan or Action Plan.

CHILDREN WITH DISABILITIES BUT WITHOUT LEARNING DIFFICULTIES

Children with disabilities but without learning difficulties will have an 'Individual Care & Access Support Plan' written by the parents, SENDCo and class teacher and, if appropriate, the child. This

will outline strengths and areas of focus, plus suggested actions, to minimise the impact of these potential barriers to learning.

CHILDREN WITH HEALTH NEEDS

Children with long term medical conditions will have a Health Care Plan agreed with the school and the parents. This will be written in line with the school's Administration of Medicines Policy.

The SENDCo will take the lead in coordinating further assessments of the child, planning future interventions and monitoring and reviewing the action taken. Main provision is by the class teacher, with some limited targeted adult support provided by a TA where resources allow.

Targets will be set for all children as part of normal classroom practice but children at Step 2 and Step 3 will have specific outcomes, agreed with the parent and, if appropriate, the child. These will be set out in an intervention plan and reviewed on a termly basis (or more frequently if necessary). After evaluation of the intervention plan it may then be felt that:

- a) Intervention has been effective but a further intervention plan is necessary to ensure continuing progress
- b) Good progress has been made and the support of outside agencies is no longer required, therefore the child can be moved down a step and may no longer require an Individual Learning Plan
- c) The gap has widened and it may be necessary to consider if all needs are being addressed adequately by the school, or if it is now appropriate to consider putting the child forward to the Local Authority for statutory assessment which may lead to an Education Health Care Plan (EHC plan).

The key test of the need for further action is evidence that the current rate of progress is inadequate.

STEP 4 – ASSESSMENT BY THE LOCAL AUTHORITY FOR STATUTORY ASSESSMENT FOR AN EDUCATION HEALTH CARE PLAN

Statutory Assessment

The SENDCo, class teacher and parents will discuss the child's further needs and seek parental permission to initiate statutory assessment. The SENDCo then collates all the evidence relating to the child's needs and completes all necessary documentation, alongside collecting parental and child views, to submit to the Local Authority. There must be evidence of a graduated response from school, sharing each step of support offered and the impact this has had to the child's education.

The Local Authority, having considered the information that the school, parent and child provides, may decide to progress with a statutory assessment when it considers that it may be necessary for special educational provision to be made for the child in accordance with an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

An EHC needs assessment does not always lead to an EHC Plan.

The maximum time for the Local Authority to complete this process from receiving the school's request for assessment is 20 weeks. At every stage children and their parents are involved fully and their views and wishes taken into account.

STEP 5 – EHC PLAN

If an EHC Plan is granted then the school, parents and the child, if appropriate, will work together with the education, health and other professionals to plan and deliver a specific programme. Progress against the agreed outcomes will be reviewed on a termly basis in school and at least annually with the Local Authority.

Once an EHC Plan has been granted then further funding may be available and this is known as a Personal Budget. Personal budgets should be focused to secure the provision agreed in the EHC Plan and should be designed to secure the outcomes specified in the plan. Further information on personal budgets can be found in the SEND Code of Practice 2015.

The Local Authority have a person designated to assist parents and give them independent advice and the Local Authority have a website containing information known as "The Local Offer" which will give parents further information to this policy.

School Complaints Procedure

Parents/carers with complaints regarding SEND at Broomfields Junior School should seek to resolve any issues in the first instance through discussion with the classteacher, SENDco or headteacher. If this fails to resolve the issue please refer to our Complaints policy available on the school website.

ROLE OF THE SENDCo, CLASS TEACHER, TEACHING ASSISTANT

The **SENDCo** is responsible for:

- The smooth running and co-ordination of special needs provision
- Liaising with Head Teacher, class teachers and TAs
- Liaising with outside agencies (e.g. Educational Psychologists, Health Services and the Traveller Education Service)
- Setting timetables and managing all staff working with special needs children
- Overseeing records of children with special needs
- Providing/organising in-service training for staff as necessary
- Maintaining resources to meet pupils' needs
- Liaising with parents (after consulting class teachers)
- Attending Special Needs Planning Meetings and carrying out actions decided upon
- Keeping a record of children with Special Needs and those causing concern
- Completing all necessary documentation in connection with statutory assessment and the annual review of the EHC Plan

The **CLASS TEACHER** is responsible for:

- Liaising with parents and the SENDCo about concerns
- Compiling intervention plans and agreed outcomes, involving the child and parents in this process, and evaluating their outcomes at least termly
- Providing data and other forms of assessment and evidence to the Head teacher and SENDCo
- Inviting parents in to school each term to discuss and agree new outcomes and to sign the child's intervention plan
- Incorporating the involvement and advice of outside agencies organised by the SENDCo
- Managing any extra support provided within school and working with the adults involved to implement any interventions
- Liaising closely with the SENDCo and Head Teacher to devise intervention plans, teaching and assessment/evaluation

The **TEACHING ASSISTANT** is responsible for:

- Supporting children with SEND within the classroom, as planned for by the class teacher
- Working with individuals or small groups on individual or group targets with class teachers' guidance
- Keeping a record of support given
- Contributing their evaluations and assessments to any discussions/meetings to agree future interventions
- Liaising with the class teacher
- Supporting the class teacher in assessment and planning

The **GOVERNORS** are responsible for:

- Monitoring the work of the school
- Receiving a termly report from the SENDCo and the Head teacher
- Allocating funds, as budget allows, to promote the SEND provision
- Ensuring that the Code of Practice is followed
- Appointing a Governor with responsibility for monitoring SEND
- Appointing a qualified teacher to take up the role of SENDCo and ensuring the appropriate training

RESOURCES

The SENDCo holds a number of specialist resources. Resources may be purchased to meet individual needs as identified. In allocating any resources (human or material), consideration is given to our duty under the Equality Act as outlined in the Equality Policy and the Special educational Needs and Disability Code of Practice: 0-25 Years.

PSHE

As documented in the school's PSHE Policy, it is important for all pupils to develop the skills required to lead healthy, confident, independent lives and to become informed, active, responsible,

independent citizens able to lead a successful adult life. This is particularly true for pupils who are experiencing difficulties at school, and who may have low self-esteem or be lacking in confidence. All efforts will be made to develop and enhance the self-esteem of pupils with additional needs. The school promotes difference through the Our World, My World assemblies, where children learn about a variety of needs people in our school and community have. This programme celebrates how unique we all are and that we all have difficulties, but we equally all have strengths. The broad and balanced curriculum and extra-curricular activities offered at Broomfields Junior School ensure that children have a variety of opportunities to excel in many other aspects of their development. It is the responsibility of all staff to promote a positive attitude in all members of the school community towards those pupils experiencing SEND.

Policy updated by Helen Plant (SENDco) September 2026

This policy is available in larger print and it can also be translated into a different languages



Broomfields Junior School SEND Identification Flow Chart

