

**Broom Barns Community
Primary School**

Homestead Moat, Stevenage, Herts. SG1 1UE



Email: admin@broombarns.herts.sch.uk

Special Educational Needs Policy

Date: December 2020

Review Date: December 2021



Contents

Definitions	3
Vision	4
1. Aims and objectives	4
2. Responsibility for the co-ordination of SEND provision	5
3. Arrangements for co-ordinating SEND provision	5
4. Admission arrangements	6
5. Allocation of resources for pupils with SEND	6
6. Process for identifying and managing children with SEND	6
7. Inclusion of pupils with SEND	9
8. Access to the curriculum, information and associated services	10
10. Evaluating the success of provision	10
11. In-service training (CPD)	10
12. Links to support services and other agencies	11
13. Working in partnership with parents	11
14. Links with other schools	11
15. Complaints procedure	12
Appendix 1 – Broom Barns STEPS approach	13
Appendix 2 – Whole Class Provision Plan	14
Appendix 3 – Individual Pupil Profile	15
Appendix 4 – Individual Provision Plan	16



Definitions

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

In light of the current SEND reforms this policy was created by the school's SEND team, with the SEND Governor and in liaison with staff and parents of pupils with SEND.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age

b) has 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 in mainstream schools or mainstream post-16 institutions

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision

For children aged two or more, 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 or maintained nursery schools.



Our Vision

Broom Barns Community Primary School is an inclusive school where we aim to inspire and empower our children to learn by providing a stimulating and exciting learning environment. We will provide a modern and relevant curriculum to enable all children to achieve their full potential. We recognise each child as an individual and encourage them to become resilient, independent, confident and happy children who can think for themselves. This is underpinned by a core set of values, which will prepare them for today's society.

R – resilient

I – independent

C – confident

H - happy

1. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 (updated May 2015).

Our aims are

- To ensure the SEN and Disability Act, Equality Act and relevant SEN Code of Practice and guidance/legislation are implemented effectively across the school.
- To ensure equality of opportunity for all pupils.
- To strive to eliminate prejudice and discrimination against pupils with special educational needs and disabilities.
- To ensure that all pupils with SEND have their needs identified in order to support academic progress and continued good physical and mental health and wellbeing.
- To provide full access to a broad and balanced curriculum through differentiated planning by all staff.
- To provide targeted provision, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community.
- To make reasonable adjustments and remove barriers to learning as necessary in order to meet the needs of all pupils.
- To enable pupils to leave Broom Barns well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers in plans to meet their child's additional needs.
- Wherever possible, to involve the children themselves in planning and in any decision making that affects them.



Objectives

- Identify the needs of pupils with SEND as early as possible.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND and evaluate provision for all learners.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to a broad and balanced curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Access support from outside agencies where necessary.
- Create a school environment where all pupils feel safe and valued and that their voice will be heard.

2. Responsibility for the co-ordination of SEND provision

The Senco, in collaboration with the Headteacher and governing body, plays a key role in determining the strategic development of the SEND policy and provision at Broom Barns in order to raise the achievement of children with SEND.

Headteacher: Mrs J. Currant
SEN Coordinator: Mrs L. Hogan
SEN Governor: Mrs D. Brown

Mrs L. Hogan holds a Post Graduate Certificate in Special Educational Needs as required by the SEN Code of Practice (2014).

3. Arrangements for co-ordinating SEND provision

From 2020 all individual SEN records are stored securely on the school's CPOMs system. The Senco holds details of the following records

- for children receiving SEND Support
- for children with Provision Plans
- for children with an Education, Health and Care Plan
- all Support Plans for individual pupils

All staff can access

- The school SEND Policy
- The school Information Report
- The SEND Inclusion List
- Guidance on identification in the Code of Practice (updated May 2015)
- Information on individual pupils' special educational needs including Individual Pupil Profiles and Individual Provision Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the Whole Class Provision Plans on individual pupils and their special needs and requirements



- Information on current legislation and SEND provision

Relevant information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Information for parents can be found in the SEND section on the school web site and the Local Authority's Local Offer.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with an Education, Health and Care plan and those without.

All SEND paperwork should be passed to the Senco by the previous school or setting or parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's Senco to discuss provisions in place. The staff team will use their best endeavours to ensure that the necessary provisions and preparations are made prior to the start of the child's school year. The pupil will be closely monitored to ensure that all the appropriate provisions are in place.

5. Allocation of resources for pupils with SEND

Funds from the notional SEN budget are used to support SEN by purchasing and allocating both physical and human resources according to need. Class provision plans and pupil progress meetings the whole school provision plan which is reviewed regularly by the senior leadership team. Resources are allocated strategically according to the whole school provision plan.

6. The process for identifying and managing children with SEND

Identification - Broad Categories of Need

SEN Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover



a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SEND team, with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

These issues are monitored by the school for every child where relevant.

Management - A graduated approach to SEND Support

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good



progress and securing good outcomes. Class teachers use the Broom Barns Primary School STEPS approach to identifying pupils with special educational needs (see Appendix 1).

Quality First Teaching

- a) Any pupils who are falling significantly below the range of expected academic, and non-academic, achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The teaching for all pupils is regularly reviewed. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils.
- e) The Senco will be consulted for support and advice and may wish to observe the pupil in class.
- f) The teacher and Senco will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Regular pupil progress meetings will be used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual child's needs and the progress being made.

SEN Support Stage 1

- a) This recognises pupils who are identified as requiring additional and different support as well the day to day differentiated curriculum. Under stage 1 the school may put provision in place without reference to external advice or without additional resources being provided by the local authority.
- b) Class/subject teachers will gather evidence and collaborate with the SENCO on the identification of additional needs as required.
- c) Once the Senco has been notified she will make her own assessment through reviewing the evidence supplied by the teacher. With this knowledge the Senco and senior leaders can plan for future in-school support.
- d) At SEN Support Stage 1, the pupil will be identified on the Whole Class Provision Plan (see Appendix 2). The Whole Class Provision Plan sets out the interventions that will address the pupil's barriers to learning, targets, review points and parental involvement.
- e) The Whole Class Provision Plan is reviewed regularly and parents are consulted at every stage. Minutes of parents involvement are recorded on the Whole Class Plan and/or CPOMs.

SEN Support Stage 2

- a) When a pupil has been identified as having SEND and steps have been taken for provision but the child has not progressed as expected an assessment will be made to further identify specific areas of needs.
- b) After discussion with parents or carers, internal or external professionals will be requested to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.



- c) The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input may involve support and intervention, for example through specialist teaching or therapy. The school will coordinate these actions and will, together with the external professional, monitor, review and evaluate the effectiveness of interventions.
- d) At SEN support stage 2, the class teacher will develop an Individual Pupil Profile (see Appendix 3) and Individual Pupil Provision Plan (see Appendix 4). These will set out the individual adjustments, targets and provisions to overcome any barriers to learning.

Education, Health and Care Plans (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. An assessment will occur when the Local Authority believes that a child has lifelong or significant difficulties and the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The application for an Education, Health and Care assessment will combine information from a variety of sources including:

- Parents
- Teachers
- Senco
- Health professionals
- Care professionals
- Outside Agencies

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set.

Broom Barns Primary School will follow the regulations set out in the SEN Code of Practice 0-25 (updated May 2015). Following assessment, an Education, Health and Care Plan will be provided by the Local Education Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for their child. Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by school staff, outside agencies, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

7. Inclusion of pupils with SEND

The Senco oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school aims to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a broad and balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits.
- Employing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils.



8. Access to the curriculum, information and associated services

The school will make reasonable adjustments to ensure access to the curriculum for all pupils in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, an EHCP will be sought. The school curriculum is regularly reviewed by curriculum leaders to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting. The school does this by:

- Keeping all staff fully informed of the special educational needs of any pupils including sharing progress reports, medical information and teacher feedback.
- Providing regular training and learning opportunities for staff. School staff ensure that they are up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class interventions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting annual outcomes that motivate pupils to do their best, and celebrating achievements at all levels.

9. Evaluating the success of provision

SEND provision at Broom Barns Primary School is evaluated against the stated objectives on this policy. Staff, parents/carers and children are all involved in the evaluation process. Evaluation is ongoing which means that the SEND provision is the subject of continuous assessment and review. The Senco reports regularly to the school Governing Body. Many different sources of information are deployed to evaluate the success of our SEN provision including

- Observations of pupils
- Termly analysis of progress by class teachers
- Discussions with outside agencies
- Standardised testing
- Teacher assessments
- Data from interventions
- Pupil progress meetings
- Pupil and parent voice
- Minutes of review meetings

10. In-service Training (CPD)

The Senco attends relevant SEN courses, SEN meetings and facilitates and signposts SEN focused external training opportunities for all staff.

We recognise the need to train all our staff and we have funding available to support this professional development. The Senco, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Teachers are expected to keep abreast their



knowledge and understanding of the four broad areas of need and updates to statutory and regulations.

11. Links to support services, other agencies and voluntary organisations

The school continues to build strong working relationships and links with external agencies in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with our outside agencies is key to the effective and successful SEND provision within our school.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

12. Working in partnership with parents

Broom Barns Primary School believes that a close working relationship with parents is vital in order to ensure that early and accurate identification and assessment of SEND leads to the correct intervention and provision.

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated May 2015), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The school welcomes feedback from parents. Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEND list and future provision will be agreed together. Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions.

13. Links with other schools

Broom Barns primary School has strong links with other schools in the local area. We are part of Delivering Specialist Provision Locally Area 2 (DSPL2) and attend regular local cluster meetings. More information about DSPL2 can be found on their website.



Transition

Upon admitting new children with known SEND the Senco will contact the previous school to collect information and request paperwork to be transferred. If a child with SEND transfers to another primary school a member of the teaching staff will contact the Senco at the receiving school to share information to aid a smooth transition. Upon allocation of Secondary Schools for children with SEND the Senco will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents to attend to begin to develop relationships with new staff.

14. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should contact the class teacher in the first instance. If the issue remains unresolved, the parent should then contact the school Senco or Key Stage leader via the school office. The school's Complaints Procedure can be found on the school website.



Appendix 1

Broom Barns STEPS approach

Stages and ages. Teachers are familiar with the milestones for their age group and can refer to relevant documentation.

Think. Teachers ensure that classroom environments are carefully planned so that they are inclusion friendly.

Early identification. Teachers use assessments and monitoring to identify any difficulties that children may be having as early as possible. Teachers use these assessments effectively to identify children's barriers to learning and discuss their concerns with pupils and parents.

Progress check. Interventions are put in place by the class teacher in consultation with the pupil and parents. These are reviewed regularly to ensure that they are overcoming the barrier to learning.

Senco. If your child's progress remains slow after they have taken part in interventions, the class teacher will consult with you and the Senco to discuss your child's needs and the provision which the school will make.



Appendix 2



Broom Barns Primary School

Whole Class Intervention Plan

Name	Interventions							Current assessment			Targets	Impact, outcomes and review.	Brief minutes of meeting to share targets with parents. Please detail when the meeting took place.	
	Gap English	Gap Maths	Phonological awareness	Drama therapy	Spelling Year two			R	W	M				

Appendix 3

A large, rounded rectangular form with a blue border and a beach-themed background. The background features a blue sky, a yellow sun, a white beach ball, and a sandcastle with a green shovel. The form is divided into four main sections:

- Top Left:** A white rectangular box with a colorful beach ball (yellow, orange, blue) to its left.
- Top Right:** A grey rectangular box with the word "Photo" written in white.
- Middle Left:** A light blue rounded rectangular box with the text "What people like and admire about me..." in green.
- Middle Right:** A light blue rounded rectangular box with the text "What makes me happy..." in red. Below the text is a white beach ball and a sandcastle with a green shovel.
- Bottom:** A light blue rounded rectangular box with the text "How I want to be supported..." in blue. Below the text are three palm trees.



Appendix 4



Broom Barns Primary School

Individual Provision Map

Name

Date of start of provision

Wave of teaching	Provision	Date	Expected Outcome	Review
Wave 1	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc. Visual timetables. Use of writing frames. Illustrated dictionaries. Access to a word processor. Focused group work with teacher/ LSA eg guided reading/writing. Individual reading with a LSA. Use of symbols. Structured school and class routines. Communicate in print Braingym Pencil grips			
Wave 2	ELS FLS ALS Phonological awareness Bug club Springboard maths Numicon Write words Regular gap intervention – literacy Regular gap intervention – maths TOTT (Talk Boost, KS2 intervention) Wellcomm Talking partners Motor skills programme			
Wave 3	Intense focused literacy support groups 1x weekly. Additional phonics training Additional individual reading. 1:1 Tuition Paired reading Peer tutoring Intense focused maths intervention Speech targets with communications TA Speech and language programme Communicate in print Motor skills programme Modified books Occupational therapist programme Fizzy fingers			

