



Brentfield Primary School

Children of Today, Champions for Tomorrow

Special Educational Needs and Disability (SEND) Policy

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Governor Responsible	Ms. M. Ninvalle
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This policy explains how Brentfield School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements.

1. Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

2. Definition of SEND

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

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.

3. Aims and Ethos

At Brentfield School, we are committed to providing an appropriate and high-quality education to all pupils. Our core values of Belonging, Responsibility, Aspiration, Valuing diversity and Empowerment (BRAVE) weave through all we do. We instil a sense of belief that children can be creators of their own destiny.

We provide equality of opportunity and motivate children and our community to have high aspirations and expectations of themselves and others. We promote an understanding, tolerance, fairness and respect for others to enable children to fully participate and contribute positively to life in Britain. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a sense of

community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

4. Identification

Identification is supported by a number of strategies both formal and informal.

The Code of Practice recognises that children's SEND needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

We will assess each pupil'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.

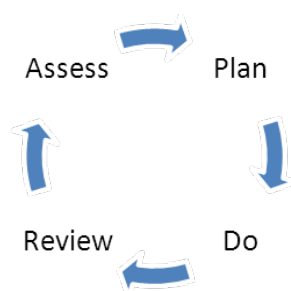
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. All teachers are responsible for identifying pupils with SEND and, in collaboration with the Inclusion Lead, will ensure that those pupils requiring different or additional support are identified at an early stage.

The school recognises the significance of early identification of pupils with special educational needs and disabilities. Close links are made with other professionals already involved with pupils on entry to school and identification of needs is sought from all stakeholders. As part of routine early identification procedures, children at Brentfield will be assessed for speech and language needs in Nursery and Reception.

5. A Graduated Approach to SEN Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Therefore, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs most frequently encountered.

Some pupils may need increased levels of provision and support. The Code of Practice advocates a **graduated response** to meeting pupils' needs. When they are identified as having SEN, the school will intervene through a cycle of **ASSESS, PLAN, DO and REVIEW**.



Assess

The class teacher initiates the assessment procedure. The class teacher and the Inclusion Lead will continually monitor and assess pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessment. The views and experience of parents, pupil's and, if relevant, advice from external support services is used to conduct a clear analysis of the pupil's needs.

Plan

Where it is decided to provide a pupil with SEN support, the teacher and the Inclusion Lead in consultation with the parent and the pupil will decide on the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review.

Brentfield School will endeavour to provide interventions that are based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

Do

Teachers will remain responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The Inclusion Lead will advise and support the effective implementation of additional support. Records of involvement and outcomes will be recorded on the class provision map or individual session records.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

If a pupil makes good progress and achieves the outcomes set, then they may no longer require additional SEN support and his/her name will be removed from the register. However, their progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Where a pupil has an EHC plan, the school will review that plan as a minimum, every twelve months and in accordance with LA guidelines (see below).

6. Education, Health and Care Plans (EHC)

The school will request an Education, Health and Care needs assessment from the Local Authority when, despite an individualised programme of sustained intervention within the graduated response cycle, the child remains a significant cause for concern. An EHC needs assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to the graduated response process
- The pupil's Individual support plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- School assessment information
- Evidence of progress

- Other relevant assessments/reports from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An EHC plan will normally be provided where, after an EHC needs assessment, the LEA considers the child requires provision beyond what the school can offer. An EHC plan will include details of learning objectives for the child.

Education, Health and Care Plan (EHCP) reviews

EHCPs must be reviewed annually. The LA will inform the headteacher at the beginning of each school year of the pupils requiring reviews. The Inclusion Lead will organise these reviews and invite:

- The child's parent/carer
- The child, if appropriate
- The relevant teacher / teaching assistant
- A representative of the LEA or any other person the LEA considers appropriate
- Any other stakeholder

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets set in the EHCP.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment and life skills.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

The Inclusion Lead/SENCO is responsible for completing the paperwork required for EHCP assessment requests and annual review.

The class teachers and the Inclusion Lead are responsible for the completion of all appropriate paperwork relevant to the implementation of The Code of Practice (2014).

7. Meeting the Needs of Pupils with Medical Conditions

In compliance with statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school.

These arrangements are set out in an Individual Health Care Plans.

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach. Some children may have an IHC alongside an EHCP.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they

are competent and confident about their duties. However, in most cases this duty will be undertaken by the school Welfare Officer and follow the advice of the relevant medical agencies.

8. Transition

SEN support will include the planning and preparation of transition through key stages and phrases. The review and any amendments for EHCPs will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. We will share information with the school, or other setting the pupil is moving to and pass on all relevant documentation.

9. Partnership with Parents

Positive parental involvement is important for the success of all children. In accordance with the SEND Code of Practice (2014), parents are involved from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings.

At review meetings with parents/carers we try to ensure that the child's strengths as well as areas of difficulties are discussed, and the aspirations parents have for their children are valued. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. Parents are actively encouraged to contribute to the forming of Individual Support Plan (ISP) targets and Pupil Profile information.

10. Parent Support

Parents may seek support from the Brent SEN Information, advice and support services (SENDIASS). Brent SENDIASS (formerly known as Brent Parent Partnership) provides impartial and independent information and advice to parents /carers of children and young people who have special education needs or disability. Further details can be requested from the school SENCO or accessed via the Brent local authority website.

11. Pupil Participation

Children are encouraged to be as involved as is appropriate at their level in the decision making and reviewing of needs. Their opinions are sought in identifying areas of both strengths and areas of difficulty. Regular pupil interviews are held, and the school has an active school council. To ensure that the school council is representative of the school population, all children are encouraged to stand for elections and participate in open discussions. Pupils complete views forms as part of annual reviews and are invited to attend review meetings.

Pupils with SEND are encouraged to take an active role in all school life including going on residential trips and attending extracurricular activities.

12. Support Services and External Agencies

In providing for the needs of all pupils, support agencies are involved in the assessment, monitoring and provision of inclusion programmes. Advice is then reflected in the strategies and targets implemented by teachers and support staff. Individual support plans (ISP) reflect the advice and programmes given.

13. Inclusion and Diversity

We recognise the importance of good mental health and social development and encourage our school community to feel empowered and safe to raise concerns. We value the diversity within our school community and challenge views which may negatively impact the well-being of others.

We are committed to being an anti-racist and anti-bullying school. Our community should feel confident that if racist or bullying incidents occur, these will be challenged and fully investigated.

14. Staff Development

The Headteacher, together with the Senior Leadership Team, will review the needs of the teaching and support staff and provide training via external courses and in-school training. Individual needs are raised through the appraisal process, but the needs of pupils and the interest areas of staff are also considered when planning the training calendar. A focus is always placed on developing quality teaching for all pupils.

15. Complaints

If any parent feels that the school is not meeting the needs of their child, they should first contact the class teacher then the Inclusion Lead. If the matter is not resolved then an appointment should be made to consult the Headteacher and subsequently, the SEND governor, Ms Ninvalle.

16. Admissions

Brent local authority has overall responsibility for school admissions in years Reception to 6, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child.

17. Roles and Responsibilities

The roles and responsibilities of school personnel regarding special educational needs are given below. They are in accordance with SEND Code of Practice (2014) guidelines, Children's and Families Act (2014) and school job descriptions.

Governing Body

In partnership with the Headteacher, the Governors have responsibility for agreeing the school's general policy and approach in meeting the needs of the pupils with SEND. The governing body will:

- allocate SEND governor
- ensure regular meetings between the SEND governor and SENCO
- monitor the policy through the school's self-review procedures

The SEND governor will:

- help to raise awareness of SEN issues at governing board meetings and within the school community
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- disseminate and review the budget to the SENCO
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- ensure training needs of the SENCO and support staff are met
- have overall responsibility for the provision and progress of learners with SEN and/or a disability

SEND Coordinator/Inclusion Lead

Ms Rawat, the Inclusion Lead will:

- ensure that the SEND Policy and relevant SEND information is in place
- oversee the day-to-day operation of the school's SEND policy
- raise awareness of SEND issues throughout the school community
- co-ordinate provision for children with SEND including those with and EHC plan
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with families, Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- in collaboration with the headteacher and school governors, ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEND up to date

Teachers 'All teachers are teachers of special needs'

Each class teacher is responsible for:

- the progress and development of every pupil in their class
- ensuring appropriate curriculum provision and delivery through quality first teaching
- 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 pupil's progress and development and decide on any changes to provision
- ensuring appropriate teaching resources for pupils with SEND are used
- ensuring that reports, referrals and outcomes are accurate and shared in a timely manner
- ensuring they follow this SEN policy

Teaching Assistants/Learning Support Assistants

They will:

- encourage pupils to develop independence
- Monitor progress against targets
- Assist with drawing up individual plans for pupils!
- Contribute to the review progress, either in person or with a written report
- Work with small groups in and out of the classroom, under the direction of the class teacher
- Support pupils on Educational Visits, as required
- Jointly plan with teachers, where appropriate

18. Policy Review

This Policy will be reviewed as and when necessary to respond to any LEA or Government requirements. In the absence of any such change the policy will be reviewed on an annual cycle.