

Broad Square Primary School

Special Educational Needs & Disability  
(SEND) Policy

Reviewed and updated

March 2017

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs & Disability Regulations 2014
- Special Educational Needs Code Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014)

The SENCO at Broad Square Primary School is Mrs. A. Taylor.

She can be contacted directly at the school on 0151 226 1117 or via email at...

[Broadsquarej-ao@broadsquare-jun.liverpool.sch.uk](mailto:Broadsquarej-ao@broadsquare-jun.liverpool.sch.uk)

This policy was produced in March 2017 and will be reviewed in March 2018.

## **Special Educational Needs (SEND) Policy**

### **Introduction**

Broad Square Primary School is committed to "developing a school for all", regardless of gender, race, age, ethnicity, attainment, disability or background.

Our school provides a broad and balanced curriculum for all children. The EYFS documents and National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. We overcome these barriers by the use of visual timetables, variety of teaching styles, additional support, the use of outside agencies etc. Teachers take account of a child's requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Teachers also set suitable challenges for children as required.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We are committed to early identification of special education needs and work closely alongside outside agencies and with parents/carers.

### **Aims and values of Broad Square Primary School in relation to SEND provision**

- To create an ethos and educational environment that is person centered and to meet the needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for our children with SEN.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or special staff. (p86, para 6.33) Every teacher is a teacher of every child including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work effectively in collaboration with children, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decisions making and the planning and the review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities.

### **How Pupils with SEN are identified within Broad Square Primary School**

- We recognise the definition of SEN as stated in the Code of Practice 2014:  
**"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to**

**pupils of the same age". (p83)**

- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.
- Although the SENCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process as they will be working with the child.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning.
- At Broad Square Primary School we also use a number of indicators to identify pupils' special educational needs. Such as:
  - Classroom observations, close analysis of data including: EYFSP, termly and yearly assessments, reading ages and annual pupil assessments.
  - Any teacher or support staff concerns.
  - Following up parental concerns.
  - Tracking individual pupil progress over time.
  - Liaison with feeder schools on transfer.
  - Information from previous schools. Information from other services.
  - Very close liaison at the outset with EYFS staff and the SENCO and parents.

**What is not SEN but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of pupil premium or pupil premium plus.
- LAC (a Looked After Child: fostered/adopted child)
- Being a child of servicemen/women
- EAL (English as an Additional Language)

**Broad Square Primary School teaches pupils with special educational needs using a Graduated Approach. We use the model 'Assess, Plan, Do, Review'.**

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEN.

- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place. School uses a range of adjustments, interventions and support. These include:
  - Children may be given support in class (teaching assistant support)
  - Children may be taught in smaller focus groups
  - Children may access 'Precision Teaching' daily
  - Children may be given targeted 'outcomes' to achieve
  - Children may be given access our 'Nurture Room' provision
  - Children may receive support from outside agencies
  - School/parents request an Education, Health and Care Plan (EHC's) from the LEA
  - School may use all evidence at hand to support the application of top-up funding for additional classroom support for a specific child
- We continually monitor children's progress and meet with parents/carers to gain their views. Parent concerns are actively listened to, recorded and acted upon as necessary.

#### **How Broad Square Primary School adapts the curriculum and the learning environment for pupils with special educational needs**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning and we have been awarded the Inclusion Charter Mark.
- The school improves access to the physical environment of the school and is fully DDA compliant.
- All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
  - Understand the relevance and purpose of learning activities;
  - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- At Broad Square Primary School staff use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. "Assessment for Learning" and self/peer evaluation is used. Staff identify the "next steps for learning" for all children in our school. Children are given time to improve and consolidate their learning. As necessary, additional games or tasks may be sent home for children to complete with parents and returned.
- Our topic curriculum is innovative and based on children's interests.

#### **How Broad Square Primary School manages the needs of pupils who qualify for SEN support**

- In many cases our pupil's needs are effectively met within school. The way this is done is via our School's Local Offer which is published can be seen on the School's website and the Liverpool Family Services directory.
- Where a pupil continues to make 'less than expected' progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents/carers will always be informed and involved in the decision to access the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk). These agencies may include:
  - Speech/language therapy
  - Educational Psychologist
  - Physiotherapist
  - Play therapy
  - Behaviour specialist advice
  - CAMHS (**C**hild and **A**dolescent **M**ental **H**ealth **S**ervices) etc.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite our school having taken all relevant and purposeful action to identify, assess and meet the need of the child they have not made expected progress, the school or parents should consider requesting an Education, Health and Care Plan.

#### **How Broad Square Primary School works with parents and carers.**

- At Broad Square Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.
- Where a pupil is receiving SEN Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- Parent's views are sought from children receiving any additional support.

- We send home a parent questionnaire annually and address concerns as needed.
- Parents are encouraged to support their child at home by completing activities/tasks at home etc.
- We sign post parents/carers to Parent Support Organizations.
- The SENCO/ school mentor will visit secondary schools with concerned parents prior to transfer to ensure the transition from KS2 to KS3 goes well.
- We organize training and support for parents/carers of children with specific needs e.g. Autistic Spectrum Disorder, epilepsy etc.
- The school website publishes the following documents for parents to access:
  - 'SEND policy'
  - Accessibility Plan
  - 'Local Offer'
  - SEN Information Report (annual)
  
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

**How Broad Square School enables pupils with SEN to participate in all activities together with pupils who do not have SEN**

- At Broad Square School we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- All our children are encouraged to participate fully in the life of the school regardless of SEND. This includes extracurricular clubs and activities.

**Support Broad Square Primary School offers for improving the emotional, mental and social development of pupils with special educational needs:**

Our School recognises that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties. Some children may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect or changes in circumstances at home.

We have clear processes to support children in the social and emotional difficulties linked to our behaviour policy. This policy includes detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- School mentor : Mr. Singleton-Time to Talk/ Socially Speaking Programme
- 'Circle Times'
- Seedlings play therapy
- Jig-saw PHSE curriculum
- Advice from behaviour specialist and play therapy
- Horse therapy

### **How senior leaders and governors at Broad Square Primary School monitor and evaluate the impact of the school's SEN provision.**

Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Broad Square Primary School is Mrs. McGivern. She can be contacted via the head teacher or Chair of Governors.

The SEN Governor promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND as necessary;
- Reviewing and monitor the effectiveness of the SEND Policy.



Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be done through:

- The school's tracking systems and teacher assessments
- Raise online
- Reports provided by outside agencies including Ofsted.

### **What training on SEN will be available for teachers, support staff and the SENCO?**

All primary schools within an SEN Consortia share best practice and offers support within the locality. Specific training is attended by the SENCO, teachers, Teaching Assistants, lunch staff and parents as needed. Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place. Mrs. Taylor attends all of these. All staff are audited and their training needs addressed in order for them to acquire the skills needed to work with pupils with SEND. The SENCO provides school-based INSET as necessary and facilities training resources and practical teaching strategies for use with pupils with SEND.

### **How SEN is funded at Broad Square Primary School.**

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist equipment (as needed)
- Nurture Room
- Staffing for withdrawal groups (Literacy/Numeracy)

### **How does Broad Square Primary School support pupils with medical conditions?**

(Please see 'Supporting Pupils with Medical Conditions Policy')

### **How Broad Square Primary School approaches its statutory duties in terms of increasing its accessibility over time**

All pupils at Broad Square Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate

education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

Our school has an 'Accessibility Plan' which increases accessibility to the physical environment, curriculum and communication over time. Our school is:

- Providing support for children who need help with communication, language and literacy (many of our staff are trained in Sign-a-long and a few in British Sign Language). We also run a Time to Talk programme .We have linked with Clubmoor Sure Start to run parent groups in listening skills and vocab for our younger pupils.
- Planning to develop children's understanding through the use of all available senses and experiences: (we use both indoor and outdoor for learning, planning "hands on" experiences)
- Planning for children's full participation in learning, and in physical and practical activities:
- Helping children to manage their behaviour through circle times is class and mentor support.
- Ensuring that every child feels included, valued and equal.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning. E.g. involving outside agencies to support families and children with bereavement, mental health issues, etc.)
- Sign posting parents/carers to agencies that may be of help to themselves/ their child. E.g. sleep clinic at Sure Start, Early Years Parenting courses, 'Chatterbox' programme and Clubmoor childrens centre.

### **How Broad Square Primary School handles complaints from parents/carers of pupils with SEN about SEN provision.**

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

### **Who is responsible for what?**

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work.

In evaluating the effectiveness of this policy, the school will also consider

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher and SENCO
- Parents/carers views
- Pupils views
- Pupil's attainment and progress

- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests
- The school's tracking systems and teacher assessments
- Evidence generated from interventions
- Raise online
- Reports provided by outside agencies including Ofsted.

### **The role of the SENCO**

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and liaising with them.
- Liaising with professionals or agencies beyond the setting.
- The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN.
- Updating the SEND policy annually.
- Co-coordinating provision for children with SEN.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants, Learning Mentors, Behaviour Support Staff and others.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.

Parents are responsible for ensuring their child is in school daily, on time, able to access their learning. Parents should support their child at home in activities/advice given by school or outside agencies. Parents need to be pro-active in seeking support and liaise closely with school at all times in order for their child to achieve positive outcomes and progress.

**Alternative formats of this document are available upon request**

This SEND Policy was produced in March 2017 and will be reviewed in March 2018.

**Signed:**

**Date:**