



Burnley Brow Community School Special Educational Needs and Disability Policy

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Our Vision

At Burnley Brow all children are valued equally whatever the differences in their abilities or behaviours. We aim to meet individual needs and provide opportunities for children to make good progress. Children should enjoy reaching their goals and have this achievement celebrated. We will work with children, parents and outside agencies to ensure that special needs are understood and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support children's learning. This will be part of a planned programme of support and monitoring for impact. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As our children grow and develop, we aim for them to become independent and confident to lead their own learning.

Definition of SEN and Disability (SEND)

The Code of Practice defines SEND as:

"A child or young person has SEND if they 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 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; or
- (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 a mainstream school."

The Equality Act 2010's definition of disability is:

"A person has a disability (for the purpose of this Act) if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities".
(Section 1.1 Disability Discrimination Act 1995)

Roles and Responsibilities

Mrs Shabana Sikandar is the Special Educational Needs and Disabilities Coordinator (SENCo).

Mrs Karen Worrall is the Governor specially designated to oversee SEND provision in the school.

Aims and Objectives

At Burnley Brow Community School, we believe that all children are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Identification of SEND

The Code of Practice identifies four main areas of SEND:

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. Children and young people with Autistic Spectrum Disorder (ASD) 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, (ADD) attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory/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.

Decision to Make Special Educational Provision

Teachers discuss the progress and attainment of children in their class and reflect on any children who have not made the expected progress. Teachers provide a written report (known as a RAP), detailing the action that will be taken to help each of the identified children make progress.

Each unit within school has a Provision Map for each area of difficulty which they can access for advice. The provision maps provide advice about the Quality First Teaching expected at Burnley Brow for children who show symptoms of any of the areas. The implementation of the provision maps and the effectiveness of the action detailed in the RAP are carefully monitored. Those children who still fail to make satisfactory progress may require further assessment. The teacher will complete the 'Burnley Brow Checklist for Pupils of Concern'.

The SENCo will analyse the checklist and decide what other assessments are required. Many factors can contribute to delay in learning and make children vulnerable. But this does not mean that all vulnerable learners have SEND.

Only those with a learning difficulty or disability that requires special educational provision will be identified as having SEND.

Particular care should be taken in the identification and assessment of the special educational needs of children whose first language is not English. When there is uncertainty about an individual child, teachers, with the support of the SENCo, will look carefully at all aspects of a child's performance in different subjects. They will establish whether the problems the child has in the classroom are due to limitations in their command of the language that is used there, or arise from special educational needs.

SEND Support

Where a child is identified as having a SEND, parents will be formally advised of this. A Person Centred Review meeting will be held so that we can ensure that effective provision is put in place and to remove barriers to learning.

The support provided consists of a four-part process:

- Assess;
- Plan;
- Do;
- Review.

This is an on-going cycle which enables the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

Assessment will involve clearly identifying the child's needs using the class teacher's assessments and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and pupils. Where needed, we will request assessment and guidance from outside agencies.

Plan

Planning will involve a discussion between the child, parent/carer, teachers and the SENCo, and any advice from outside agencies involved will be used to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review will be set. Parental involvement will be sought to support progress at home. SEN support plans, which provide details of interventions and support provided, when it occurs, and who is responsible for it, will be developed. These will be shared with all involved in working with the child.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching. The class teacher will work closely with TAs or specialists who provide support set out in the plan and monitor progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review

The review will involve evaluating the impact and quality of the support and interventions each term. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the child's progress, making any necessary changes to their support plan.

Parents/Carers and Pupil Involvement in the Process

At Burnley Brow we believe that good working relationships with parents/carers are vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- Continuing social and academic progress of children with SEND;
- Personal and academic targets are set and met effectively.

We believe in a person-centred approach and the SENCo and class teacher will meet with parents each term to review outcomes and set new ones. Pupils will also be involved in this process and outcomes will be shared with them. Parents can contact the SENCo by booking an appointment at the school office.

Monitoring of Provision

The monitoring and evaluation of the effectiveness of the school's provision for pupils with SEND is carried out in the following ways by class teachers, unit leaders, strategy team and SENCo:

- Monitoring of interventions for impact;
- Teaching and learning observations;
- Informal feedback from all staff;

- Children's voices when setting new outcomes or reviewing existing outcomes;
- Pupil progress and attainment tracking, using assessment data;
- Monitoring Support Plan outcomes, evaluating the impact of these on pupils' progress;
- Head teacher's report to governors;
- Termly reports to parents.

Removing children from the SEND Register

When a child has made sufficient and sustained progress towards their outcomes and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. School will continue to monitor children removed from the register to ensure good progress is maintained.

Requesting an Education, Health and Care (EHC) Needs Assessment

For those children, whose needs are complex and long term, and where, despite having taken relevant and purposeful action to identify, assess and meet the needs, the child has not made expected progress, the school will request an Education, Health and Care needs assessment. The decision to make a referral for an Education, Health and Care Plan will be taken at an SEN review. The application for an EHCP will combine information from a variety of sources including:

- Parents;
- Teachers;
- SENCo;
- Social Care;
- Health professionals.

Information is gathered about the current provision provided, action that has been taken, and the outcomes of targets set. A decision will be made by a group of professional services at a 'Person Centred Review' with representatives from education, health and social care about whether or not the child is eligible for an EHC. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their Special Educational Needs. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC.

Education, Health and Care Plans [EHC Plan]

- An EHC will be provided by the Local Authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Role of the SENCo

- Ensure that strategic planning is creative and innovative and takes account of new technologies, the diversity of the school and the wider community.
- Assist with the formulation, communication and monitoring of the School Development Plan, particularly in relation to SEND, ensuring concerns and ideas are considered, and that all staff understand the key targets and the part they play in achieving these.
- Provide regular progress updates to the Head and Deputy in relation to SEND to ensure the SLT are fully aware of all successes, issues and concerns.
- Develop effective ways of overcoming barriers to learning and sustaining effective teaching, through the analysis and assessment of pupil needs, by monitoring the standards of teaching and of pupil progress, and by setting targets for improvement so as to raise standards of pupils' attainment.
- To maintain effective partnerships between parents and school, and liaise effectively with external agencies, so as to promote and secure maximum support for pupil learning.

- Working with the Head and Deputy, oversee the Behaviour Management Policy and practice throughout the school, ensuring children stay safe and emotionally well.
- Support teachers in developing a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Provide regular feedback to teachers and other staff supporting pupils with SEND in a way which recognises good practice and supports their progress against appraisal objectives, resulting in tangible impact on pupil progress, attainment and behaviour.
- Contribute to the development of the education system by sharing good practice, working with other schools and promoting innovation initiatives.

Role of the SEN Governor

The school has a governor specifically with the role of overseeing SEND. Responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings.
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school.
- Helping to review the school's policy on provision for pupils with SEND.
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the Code of Practice.

Training and Development

The school ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. The SENCO provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training. The SENCO attends relevant SEND courses and network meetings to share good practice with colleagues in the Oldham area. The SENCO, with the leadership team, ensures that training opportunities are matched to school development priorities.

Admission Arrangements and Transition

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. We are committed to working in partnership with children, families and other providers to ensure that a positive transition occurs for all children, including those with SEND. Links between pre-school providers who transfer children to this school are established through the LA, Foundation Stage staff and SENCo. The programme of consultation is also well established with the various Secondary Schools. Meetings between the SENCos from schools of transfer are held in the Summer Term. Where it is felt children would benefit from extra visits, arrangements will be made to meet these needs.

Supporting children with Medical Conditions

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the curriculum for children with a disability.

Accessibility

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community, regardless of disability and will ensure that disabled people are not treated less favourably in any procedures and practices. The school has toilets suitable for disabled/wheelchair access located in the reception area. The school building is split over two levels and a lift is available for wheelchair access. Other aspects of access will be in line with the Disability Discrimination Act and Disability Access Plan.

Complaints Procedure

If a parent/carer has any concern or complaint about the provision of Special Educational Needs in the school, they should contact the SENCo and/or Headteacher. If after consultation with the Headteacher and SENCo the

concern/complaint has not been resolved, then the complaints procedure will be followed. Copies of this are held in the school office and available on the school website. The Headteacher or Governors may at any of these stages contact the LA for further clarification and advice on any issue that has been raised.

Links to Other Policies

Admissions, Equality, Safeguarding, Behaviour, Safety and Wellbeing and Health and Safety Policy.

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