



Bromesberrow St Mary's C of E (VA)
Primary School
and Preschool

Special Educational Needs Policy
June 2017

To be reviewed: September 2018

To be read in conjunction with the Safeguarding Policy

About us (our school context)

Bromesberrow School dates back to 1872. It has been extended several times with more recent additions being our beautiful school hall, Nursery Garden Room, Foundation Room, school library and kitchen area. We have three classrooms and currently have 59 children who are taught in mixed age classes of small numbers. Outside, we have playing fields, a playground and an exciting adventure playground (researched and designed by our children in 2012). In addition to this we have a football pitch and netball court, which are used regularly for teaching, after school clubs and play.

Bromesberrow is a small rural hamlet. Children from Bromesberrow and Bromsberrow Heath, Ledbury and nearby villages attend by car or by our free minibus service. Our school is very much part of the local community, working closely with the Parish Council, the Village Hall Committee and the local church of St Mary's. We have regular services down at the church, celebrating key events in the Christian calendar. We are very proud to be a Church of England school and Christian values are at the heart of all we do.

As a church school, established and owned by the Church of England, we are supported by the Diocese of Gloucester. The Diocese provide us with some excellent experiences to learn about Christianity, running key events, such as The Easter Experience and Year 6 Leavers Service at the beautiful Cathedral of Gloucester. We have an active and strong Governing Body, who support the Head Teacher to lead and manage the school effectively on a visionary and practical level. Our school is largely funded by the Local Education Authority, Gloucestershire.

Our Vision



'REACHING FOR THE STARS'

Bromesberrow St Mary's Church of England Primary School is committed to deliver the highest standards in teaching and learning, in the pursuit of excellence in all and for all. We are dedicated to the fulfilment of each individual's potential and will strive to enable all children to grow intellectually, spiritually and morally, into successful and resourceful human beings, with the skills and resilience to adapt to an ever-changing world. Nurturing the personal needs alongside the academic ensures that our children continue to progress so well at Bromesberrow. Christian Values and strong community links are embedded throughout our school, creating a friendly and happy environment, with an open and engaging approach.

Our Aims

To inspire and nurture a 'love for learning'

To promote independent and flexible thinking, so that our children are responsive to a constantly changing world

To provide a curriculum that educates, motivates and inspires.

For children to value themselves, others and their community

Excellence in all, for all

What does this mean?

Our school provides a broad and balanced curriculum for all children. Some children have individual learning requirements, which could create barriers to learning. Teachers take account of these requirements and make additional provision to support these pupils and enable them to participate effectively in the curriculum and to achieve expected progress.

Special educational needs may be experienced by an individual either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the needs of individual pupils.

We have a published School Offer on our website

www.bromesberrowschool.co.uk, which sets out clearly to parents what we offer

our children in terms of SEND support and services. The Local Authority also has a local offer published on their website. Please follow the link:

<http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/localoffer.page> .

This policy was created by the Governors of Bromesberrow St. Mary's School, with support from the Local Authority guidance and guidance from the Dfe and other partnership schools.

Roles and Responsibilities

Job	Named Person	Contact
SENCO	Miss Sue Thornley	01531 650340
SEND Governor	Mrs Natalie Cricket	01531 650340
SEND Teaching Assistant Specialisms: <ul style="list-style-type: none"> • Dancing Bears and Apples and Pears Reading and Spelling support programme. • Social, behavioural and emotional support programme • Speech and Language Early Support • Talkboost 	Miss Michelle Blewitt	
SEND Teaching Assistant Specialisms: <ul style="list-style-type: none"> • One to One support worker • Communicate in Print trained • Trained for signing • Numicon 	Mrs Sue Mattingley	

(maths) trained • CLIC trained • Autistic Spectrum Disorder training Level 2		
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What we believe...

- All children regardless of their strengths and weaknesses are valued members of our school. They should feel secure and supported, have opportunities to experience success and know that expectations of them are high.
- All children are entitled to a broad and balanced curriculum which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues.
- All children should be supported to become confident individuals living fulfilling lives. (Code of Practice 2014)
- Effective assessment and provision with the greatest degree of partnership between children, parents, school, the LA and other agencies will enable the child's needs to be met with success.
- We share a whole school responsibility to ensure all children are given the opportunity to achieve their full potential.

What we aim for... (having due regard to section 19 of the Children and Families Act 2014)

- To ensure that all children placed on the Special Educational Needs Register have their needs met and that their views, wishes and feelings are taken into account.
- To make clear the role of all partners involved in the support of individual pupils, valuing the input and participation of the child and their parents in the decision making process.
- To enable all pupils to have full access to all elements of the school curriculum.
- To implement intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum.
- To create an environment that meets the Special Educational Needs of each child. To ensure that all Individual Learning Plans are of good quality and meet the requirements and needs of the child as outlined in the Code of Practice 2014.

How will we achieve this?

By:

- providing additional support for children who need help, involving parents and the child in the planning process, ensuring that they are informed, participating and confident that their child is getting the best support catered to their needs;
- planning for children's full participation in learning, and in physical and practical activities, taking into account barriers for learning and working with all stakeholders to endeavour to overcome these.
- helping children to manage their behaviour and to take part in learning effectively and safely;
- supporting individuals in managing their emotions, particularly trauma or stress, and to engage in learning.

Special educational needs

Children with special educational needs have additional learning needs that call for special provision to be made. All children may have special needs at some time in their lives. The 2014 Code of Practice gives clear guidance on identifying and supporting special needs.

The Equality Act 2010 provides protection from discrimination for people with disabilities, emphasising the importance of access and inclusion for all. Please see the school's policy on Equality, Disability and Access, which is available on our school website www.bromesberrowschool.co.uk. This includes our vision for continuing to improve access arrangements at Bromesberrow.

Children with Medical Conditions

Children with different medical conditions are welcomed and supported at Bromesberrow. It is the Governing Body's duty to ensure that arrangements are in place to support pupils with medical conditions, so that they can have equal access and enjoy the same opportunities at school as any other child (Page 7, Supporting Children at School with Medical Conditions, April 2014). As a school we work closely with parents/carers, healthcare professionals, the local authority and other agencies to ensure a child's medical needs are met fully at school. Please see our Medical Policy for more information on procedures, approach and ethos.

How do we manage this?

We have a Special Educational Needs Coordinator, who is a qualified teacher (as required by the SEN Code of Practice 2014). Our current SENCO is Miss Sue Thornley (Head Teacher), contactable through the main office number: 01531 650340 or at admin@st-marys-bromesberrow.gloucs.sch.uk

In our school the Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for individual pupils;
- equips every member of staff with the confidence to address SEN;

- manages responses to children's special needs;
- supports and advises colleagues;
- seeks advice from external agencies where necessary;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as a direct link with parents;
- with support from SEN TA, maintains resources and a range of teaching materials to enable appropriate provision to be executed;
- monitors and evaluates the school's special educational needs provision and reports to the governing body;
- manages the role of teaching assistants and one to one support assistants linked to children with special educational needs;

The role of the governing body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs as part of continued school improvement. A special needs governor (Natalie Cricket) is elected and ensures that they are involved and up to date with special needs policy and practice at the school. The governing body, in particular the curriculum and standards committee regularly review achievement of pupils with SEND and compare this with that of their peers. The governing body ensures that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy (which is available on our school website or on request). If you have any comments about anything held within this policy please contact the special needs governor or SENCO.

How do we assess SEND?

- 1) Early identification of SEND is vital. The class teacher informs the SENCO of any concerns at the earliest opportunity so that early intervention and support can be put in place.
- 2) The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices and with the addition of further assessment tools where needed.
- 3) The SENCO works closely with pupils, parents and teachers to plan an appropriate programme of intervention and support.
- 4) The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the

assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

SEND Information Report

Every school must produce and publish a special information report to share with parents the school's approach to Special Needs and Disability. This is available on our school website and on request from the school office.

Stages/levels of SEND

Cause for Concern

The class teacher identifies areas of concern and consults with the SENCO, who will then carry out an analysis of the child's needs, gathered from whole school data, previous progress and attainment, and class teacher observations. Parents and pupils will be consulted and their views sought. The class teacher and SENCO will draw up a One Page Profile, identifying needs and actions. Early intervention will be put in place to support within the classroom.

My Plan:

- Parental consent is sought and participation encouraged to build an individual 'needs led' learning plan for a child. These will involve needs targets, which could be academic, physical, medical or emotional, and may be to work on at school and/or at home.
- Structured conversations held formally 3 times per year provide opportunity for these learning plans to be reviewed and amended.
- More in depth assessments are conducted to facilitate an understanding of an individual pupil's barriers to learning and how these can be overcome.
- Provision mapping will be used if the child or children need something that is different from or additional to what is usually differentiated for in the classroom. Progress is closely monitored and assessed.
- The SENCO supports the class teacher in gathering information, assessments and co-ordinating the child's provision.

My Plan Plus:

After My Plan has been in place for some time and progress is still of a concern, it may be necessary to widen the breadth of support offered to a child. At this point, the class teacher and the SENCO will seek outside agency involvement for a multi-agency approach. A My Plan + will be coordinated by an elected Lead Professional (most often the SENCO).

The Lead Professional will (as outlined in the Gloucestershire Guidance Booklet for SEND, 2014):

- Meet with the child and/or their parents to discuss concerns
- Seek the views of the child about their thoughts for the future and aspirations (possibly using a One Page Profile format).
- Seek the views of parent/carers about their hopes and aspirations for their child.
- Explain the purpose and need for a My Plan+ and how this involvement will benefit the child.
- Gain informed consent.
- Refer the child to appropriate agencies or services, who become the Team Around the Child (TAC).

As soon as consent is obtained, the Lead Practitioner will send a partially completed Analysis of Assessment form to all those professionals outside of school working with a child, who add to the analysis document. The Lead Practitioner is responsible for ensuring that the My Plan + is put in place as quickly as possible (between 3 and 12 weeks, depending on whether the child is already known to professionals). The Lead Professional will then organise a TAC meeting to include parents/carers and the child if appropriate so the information can be discussed. The team can then identify needs, targets, actions and outcomes. The My Plan+ needs to be reviewed regularly (termly) to ensure positive outcomes are met. If good progress continues to be made, it may well be that the My Plan + is converted back to a My Plan.

Educational Healthcare Plan/Statement:

If following reviews of My Plan + it is clear that a child hasn't made significant progress towards targets, it may be appropriate to recommend an Education, Health and Care Plan (EHCP). This can be requested by a parent/carer or from a person acting on behalf of an education provider (ideally with parental permission). If it is decided by the Local Authority (LA) Panel that an EHCP is needed, all stakeholders will be contacted and a TAC will be called to draw up the plan. This plan will initially be drafted and costed and then sent off to be approved. Once agreed a final EHCP will be issued by the LA, with a specified review date.

How do we ensure all children are included?

- All children are given the opportunity to achieve their full potential.
- Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning

objectives; we differentiate work appropriately, and we use assessment to inform the next stages of learning.

- Individual Learning 'needs' Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. We use SMART (Specific, Measureable, Achievable, Realistic and Time-constrained) targets.
- Provision mapping is also used for individuals and groups of children to highlight where resources are being used effectively and to provide appropriate and targeted support, ensuring that provision matches the identified needs of individual pupils. This also identifies how support is deployed within the school and can help to identify any potential gaps in provision.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation.

How do we involve parents?

- A named governor (Mrs Natalie Cricket) takes a special interest in special needs and is willing to meet with parents and SENCO to discuss any problem.
- Achievement for all - To improve the engagement of parents of children with SEND with their school through Structured Conversations.
- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- We have termly meetings to share the progress of children with SEND with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- Parents with any complaint regarding the provision made at school with children with SEND should put the complaint in writing and follow the normal complaints procedure.

- The governing body encourages staff to participate in in-service training in relation to SEN.
- The SENCO is the named person in regards to links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEN.

Monitoring and evaluation

- The SENCO monitors the movement of children within the SEND system in school.
- The SEND register is fluid. It is regularly reviewed and updated.
- The SENCO is involved in supporting teachers involved in preparing Individual Learning Plans, My Plans or Provision maps for children. The SENCO and the named governor with responsibility for special needs also hold meetings.
- The Governing Body reviews this policy every three years and considers any amendments in light of the annual review findings.
- All information is stored securely and managed/kept up to date by the SENCO.

If you have any complaints regarding this policy or any of the procedures in place at Bromesberrow St. Mary's, please see our Complaints Policy on the school website.

Policy links:

- Anti- bullying
- Safeguarding
- Safer recruitment
- Induction
- Teaching and Learning
- Disabilities and Access