

# Broom Valley Community School



We dare to dream big

**Policy**

**SEND &  
Inclusion**

**Oct 2018**

<b>SEND and Inclusion Policy</b>			
<b>Review Frequency</b>	Annually	<b>Review Date</b>	October 2019
<b>GB Committee Responsible</b>	Full Governing Body	<b>Staff Responsible</b>	<b>Kim Reaney SENDCO &amp; Inclusion Lead</b>
<b>GB Ratification Date</b>	16.10.18	<b>Website</b>	Yes

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The SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the Inclusion Leader in liaison with the SLT, with the SEN Governor, all staff and parents of students with SEND.

Broom Valley is an inclusive primary school. We are committed to providing an appropriate and high quality education to all the pupils and young people attending our school. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to meet their full potential.

## **1: Introduction**

The named person for managing the settings response to ensuring that the provision we make for children and young people with SEND at Broom Valley Community School is Mrs. Kim Reaney (Inclusion Leader/SENDCo)

### **Headlines from the 2014 Code of Practice. From September 2014**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support pupils from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All pupils are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCO.

- There are four broad categories of SEND:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Physical and Sensory.

We have pupils in all these categories of SEND.

- We are working more closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- All pupils benefit from 'Quality First Teaching'; this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEND.' In addition, we implement some focused interventions to target particular needs and skills.
- We have high expectations of all our pupils. We expect our pupils who are receiving SEND support to make progress which compares well with the progress made by other pupils in school.

### **Defining SEND**

The 2014 Code of Practice says that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.*

(Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

### **2. Aim**

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEND. To enable, through 'Quality First Teaching' and targeted and focused support, for all pupils to meet their full potential. We work closely to take positive action to ensure that our setting

makes appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

## **Vision**

Broom Valley Community School is committed to providing an appropriate and high quality education for children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of life.

We believe that all children should be equally valued in our setting. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Broom Valley Community School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced difficulties. We will respond to learners in ways which take into account their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, background, gender, ethnicity, needs or attainment. We pay particular attention to the provision for and the achievement of different groups of learners:

- Boys and girls
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an Additional Language (EAL)
- Learners with Special Educational Needs (SEN)
- Learners who are disabled
- Those who are Gifted and Talented (G&T)
- Those who are looked after by the local authority (LAC)
- Any learners who are at risk of disaffection or exclusion

This policy describes the way we meet the needs of children who experience barriers to learning, which may relate to sensory or physical impairment, learning difficulties or emotional needs as an equal opportunities issue, and

we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

## **Objectives**

Our objectives are:

1. To work within the guidance provided in the SEND Code of Practice, 2014 and to implement it effectively across the school.
2. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
3. To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
4. To enable all pupils to participate in lessons fully and effectively.
5. To value and encourage the contribution of all pupils to the life of the school.
6. To work in partnership with parents.
7. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.
8. To work closely with external support agencies, where appropriate, to support the need of individual pupils.
9. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **3. Identifying Special Needs**

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps.

At Broom Valley we identify the needs for individual students by considering the needs of the whole child, not just the special educational needs of the child.

## **Liaison with Early Years settings/schools for in year transfers**

Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously

having, a SEND. Relevant information is disseminated to teaching staff before transfer.

### **Assessments**

Teacher assessments identify if there are any concerns. Skills in English and maths will be carefully looked at together with progress, both previous and present.

### **Pupil Progress Meetings (PPM)**

We hold termly meetings where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENDCo and the child will be monitored.

### **Staff observations**

In consultation with the SENDCo, if members of staff notice pupils who may need specialist help then evidence for that concern must be gathered and produced. Evidence must include clear information about what the class teacher has already tried to support the pupil.

### **Referrals by parents or carers**

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

**The four broad categories of need are detailed below:**

#### **Communication and Interaction (C&I)**

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD) including Asperger's Syndrome

#### **Cognition and Learning (C&L)**

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.



## **Social, Mental and Emotional Health (SMEH)**

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
- Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression),
- Self-harming,
- Substance abuse,
- Eating disorders or physical symptoms that are medically unexplained,
- Attention Deficit Hyperactive Disorder (ADHD),
- Attachment disorder,
- Autism or pervasive developmental disorder,
- An anxiety disorder,
- A disruptive disorder or, rarely, schizophrenia or bipolar disorder.

## **Sensory and/or physical needs (S/PD)**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

Other factors may impact on progress and attainment but may not be a SEND. These will need considerations making for and include;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## **4. A Graduated approach to SEND Support**

A graduated response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff. The **Assess – Plan – Do – Review** cycle is employed here as instructed in the SEND Code of Practice 2014.

At Broom Valley there are three levels of support;

**Wave 1** is what every child can expect from the school.

**Wave 2** is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions.

**Wave 3** is for pupils who have very special and long-term needs.

#### Ñ **Wave 1**

‘Every teacher is a teacher of every child including those with SEND’ (Quality First Teaching)

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Broom Valley regularly and rigorously observes teaching across the school in its observation schedule to maintain standards. It also has termly Pupil Progress Meetings to rigorously monitor progress of all of its pupils. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

At Broom Valley, our teachers know how to:

- Ñ Explain things in simple words and in ways that help pupils remember. We use lots of visuals on our whiteboards and in our communication
- Ñ Give instructions so that pupils listen, understand and remember
- Ñ Make sure that your child knows how much time they have to get their work done
- Ñ Ask questions that check out your child's understanding
- Ñ Adapt the classroom and the seating plan so that everyone can see and hear
- Ñ Assess your child's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning
- Ñ Change their lesson plans to accommodate pupil's strengths and weaknesses
- Ñ Understand and talk with pupils who are shy, worried or angry; and include them in school life
- Ñ Settle pupils whose behaviour is challenging

At Broom Valley, our teachers get advice from:

- The Pupil Engagement Worker and Key Stage Leaders who share information about individual pupil's welfare, behaviour and learning
- The SENDCo
- Outreach teachers from specialist schools such as Kelford
- Learning Support Teacher
- The Educational Psychologist (this is a professional who advises on difficulties with learning)
- Child and Adolescent Mental Health Service (CAMHS) (these professionals advise on emotional needs)
- Children's Development Centre (CDC)
- Behaviour Support Service (BSS)
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- Early Support Team
- Parent Support Advisors
- The School Nurse

### **Wave 2 (SEN Support)**

If a child is not making adequate progress highlighted from our assessment processes then they will be moved to Wave 2. Children are identified as receiving SEN Support. At Broom Valley School, we may provide short-term, individual or small-group interventions for pupils who experience barriers to learning.

At Wave 2, other things that the school does:

- Talk to professionals from outside agencies to get advice to improve teaching for individual pupils
- Train teachers to work with additional adults in the classroom
- Train staff about different areas of SEND
- Train staff to deliver interventions
- Work with the child and family to create a One Page Profile to identify needs and support

### **Statutory Assessment / Statements / EHC Plans**

If a pupil fails to make adequate progress in spite of high quality, targeted support at SENS and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being

provided with an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The SENDCo is responsible, on a daily basis, for providing support and mentoring, allocating pupils with statements/EHCPs a specified amount of support.

### **Wave 3**

At Wave 3 a child may have a Statement of educational needs or an EHC Plan. At Wave 3 the SENDCo may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child.

### **5: Criteria for exiting SEND Support**

Where students make sufficient progress based on the **assess, plan, do and review** cycle it may be agreed that a student needs no further support and may exit SEND support. Further support can be requested again at any point. All children who have been identified as having a SEND at any point in their school careers have files which will be kept and subsequently archived.

### **6: Supporting Families**

School have liaised with the Local Authority to produce a Local Offer entry for Broom Valley School. This can be found on the Rotherham Council website at <http://www.rotherhamsendlocaloffer.org/>

It is the school's statutory requirement to provide a SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act which can be found on the Broom Valley School website. Broom Valley School endeavours to support students with SEND through signposting families to other agencies and services that may be of help.

### **Admissions**

Broom Valley School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.

- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

### **Access arrangements**

Broom Valley School follows national guidance about supporting children to access national tests and other assessments. This is overseen by the Senior Leadership Team within school.

### **7: Supporting Students at School with Medical Conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **8: Training and Resources**

- The SENDCos from the Oakwood Learning Trust meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate.
- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Learning Support Teacher (LSA) in focused intervention in groups, or for individuals.

- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

## **9: Roles and Responsibilities**

### **The Role of the Governing Body**

The governing body, in cooperation with the head teacher, monitors the schools general policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

#### **The Governing Body:**

- Does its best to ensure that the necessary provision is made for any student who has special educational needs
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs
- Ensures that a student with Special Educational Needs and/or Disabilities joins in the activities of the school together with students who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs and the efficient education of the students with whom they are educated and the efficient use of resources
- Has regard to the SEND Code of Practice when carrying out its duties toward all students with SEND
- Ensures that parents are notified of a decision by the school that SEND provision is being made for the child

### **The Role of the Head teacher**

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the student's progress during the course of the academic year
- Cooperate with local authorities during annual EHC Plan reviews
- Ensure that the SENDCo has sufficient time and resources to carry out their functions

- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered

### **The Role of the SENDCo**

- Be a qualified teacher
- In collaboration with the Head teacher, the SENDCo and Governing Body, determines the strategic development of the SEND policy and provision at Broom Valley School with the ultimate aim of raising the achievement of students with SEND
- Managing the Inclusion Team
- Collaborating with SENDCos across the Oakwood Learning Trust schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support
- Liaising with and advising colleagues on all matters relating to SEND
- Contributing to the continuing development and training of school staff
- Overseeing the review and maintenance of statements/EHCPs and records for all SEND pupils
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for SEND pupils
- Organising and maintaining the records of all SEND pupils
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all secondary schools when SEND pupils leave the school
- Contributing to the continuing development and training of school staff
- Liaising with external agencies including the LA officer with responsibility for SEND and the Educational Psychology Service, health and children's services, voluntary bodies and others as relevant/appropriate
- Update LSA timetables and provision map

## **The Role of the Class Teacher**

- In collaboration with parents, the SENDCo and, where appropriate, the pupil themselves be involved in the planning and review of the support for students with SEND
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving
- Ensure SEND/PP children are receiving tailored home learning (where appropriate)
- Provide information when required for termly SEND reviews with the SENDCo and parents
- Identify individual students not making progress and inform the SENDCo

## **The Role of Learning Support Assistants**

At Broom Valley Community School, Learning Support Assistants will support children with SEND by:

- Being involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for children with SEND
- Working with individual children or groups of children as directed by the SLT, class teacher or Inclusion Manager to support them in their learning and meeting their targets
- Working with individual children with a statement of SEND, in the classroom or withdrawn from the classroom, as appropriate
- Helping maintain and develop resources for use with children with SEND

## **10: Reviewing the Policy**

Due to the climate of reform under the new requirements of the SEN Code of Practice 2014; Broom Valley School will review their SEND policy annually (or sooner in the event of revised legislation or guidance).

## **11: Complaints**



As parents are involved throughout the implementation of SEND provision it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENDCo. The SENDCo investigates and gives the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with the Headteacher will be made
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Governors will be made
4. If the problem is unresolved, the parent may contact the Local Authority about the matter
5. At any time the parent may seek help from SENDIAS - Rotherham SEN & Disability Information Advice and Support Service (formerly Parent Partnerships) (see below) If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available in school for reference.

Contact details for SENDIASS:

Rotherham SENDIASS  
Riverside House  
1st Floor  
Wing C  
Rotherham S65 1AE  
Tel: 01709 823627

## **Bullying**

Broom Valley School has a zero-tolerance approach to bullying, especially towards pupils with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. For more information please refer to the following:

- Anti-Bullying Policy– available on our website or on request, from the school office.

- Behaviour Policy - available on our website or on request, from the school office.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

## **12. Appendices**

For more information to support your family and your child please refer to the following:

- Broom Valley Community School Local Offer - <http://www.rotherhamsendlocaloffer.org/s4s/WhereLive/Council?pageId=845#91>
- Broom Valley School's SEND Information Report 2016 – available on our website or on request, from the school office.
- Broom Valley School's Policy for managing the medical conditions of pupils – available on our website or on request, from the school office.
- Broom Valley School Admissions Policy and arrangement – available on our website or on request, from the school office.
- Accessibility Plan - available on our website or on request, from the school office.

SENDCo: Kim Reaney; email: [bvcskreaney@rgfl.org](mailto:bvcskreaney@rgfl.org)