

A cartoon illustration of a brown owl wearing a blue graduation cap and yellow shoes, standing with its wings spread. The owl has large yellow eyes and a yellow beak, and is standing on a light gray oval shadow.

Brookfield Primary School

[illegible]

The Sendco at Brookfield Primary School is Mrs. Louise Schofield and she can be contacted at the school on 01623 742285 or by email louises40@brookfield-pri.derbyshire.sch.uk

Alternatively, contact the acting headteacher – Mrs. Nicola Walker

The SEND governor is Mr. Paul Plastow: plastow84@gmail.com

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Brookfield Primary School is fully inclusive towards all children with additional needs. We work closely with parents, carers and children to ensure the very best outcomes for children with SEN and disabilities. We invite outside agencies to support us further, such as work closely with Derbyshire County Council Inclusion Advisory Service along with services such as SALT, OT and Physio, Speech and Language and Occupational Therapists and any other outside agency that can offer support to our children with additional needs.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Working together to improve school attendance May 22](#) which explains how schools can improve attendance for all pupils, including children with SEND.

3. Definitions and Vision Statement

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 the 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

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.

Vision Statement:

'Be the best you can be'

- To create an ethos in school that is child centred and seeks the views of the SEN child at its heart, along with their families and carers viewpoints.

- To be ambitious for our young people and want them to achieve the very best they can; succeeding in their education to become successful adults.
- To reflect the SEN Code of Practice (2014) that all teachers are teachers of children with SEND.
- To use a graduated response to provision of children with special educational need/disabilities are identified early, assessed so their needs can be met quickly to ensure the highest
- To work collaboratively with the child, parents, carers, staff and with other professionals where needed, to provide the most support possible for the child
- To seek child and parent views to help with the planning and decisions in the SEN provision and the outcomes.
- To clearly identify the roles and responsibilities of the Head Teacher, SEN co-ordinator and SEN governor in providing an appropriate education for pupils with special educational needs/disabilities.
- To ensure all children with SEND have ambitious, yet manageable, curriculum opportunities including the wider school life and activities so they develop skills for life with increasing independence.

4. Roles and responsibilities

4.1 The SENCO

The SENCOs at Brookfield Primary is Mrs. Louise Schofield.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor at Brookfield Primary School is Mr Paul Plastow.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- 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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 they follow this SEN policy

5. SEN information report – see full Brookfield Information Report

5.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, signs of dyslexic traits, difficulty in accessing the planned KS2 curriculum
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) (ODD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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. Our children mostly transfer from Woodhoots Nursery into Year R. 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 SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's files and shared with parents. For example, forms completed for the Educational Psychology service, Behaviour Support Service and forms completed for medical professionals will be copied for the pupil's SEN file.

We will discuss with parents when it is decided that a pupil will receive SEN support. This information will be shared at parents' evenings, Inclusion and EHCP reviews and at any time a class teacher might want to share information with a parent to achieve the best possible outcomes for any child with SEN.

Parents are expected to work with school, and the local authority, to help them understand their child's barriers towards attendance.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents when a child has an EHCP or Inclusion support.
- The pupil's own views that have an EHCP or Inclusion support.
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENCOs, will liaise with nursery settings and the Reception staff at Brookfield Primary School so all Reception staff can prepare for the children that will start school in September. Transition work will begin in the summer term, before the children start their Reception year. SEN information will be passed between the two settings to aid a smooth transition. Mrs Schofield will join the SENCO from the nursery settings for any SEN applications/ reviews of any children that are coming into school in September. This ensures the smooth transition of any support needs, specialist service involvement and can address any parent concerns.

All nursery children will be invited to join the children at Brookfield Primary School for transitional visits. This allows the staff to meet the new children and their parents. Parents of children with SEN are introduced to the SENCO, Family Resource Worker and by the Headteacher. The key members of staff are available throughout the transition meeting to answer any questions a parent may have. All parents have the opportunity to walk through the school on a guided tour with the Headteacher so they are familiar with the school building.

Mrs Schofield will liaise with secondary SENCOs so that any child with SEN, transferring into Year 7, has a smooth transition. Secondary SENCOs will be invited to any EHCP and Inclusion reviews during Year 6 so that the child's needs can be planned for in Year 7. This is also a really useful opportunity for parents to meet with secondary SENCO, and share contact details, so any worries they may have can be addressed.

All Year 6 children have an induction session/day at their chosen secondary school. Children with SEN are included in these. Some children with SEND will have an enhanced transition program for Year 7.

5.6 Our approach to teaching pupils with SEN

We are very ambitious for our pupils with special educational needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide various interventions, such as:

Little Wandle Phonics catch up, nurture, sensory room, , Pre-teaching, booster sessions, focused reading, daily reading, Lexia,, Speech and Language sessions, ELSA, Learning Mentor,, physical interventions to support gross motor skills, tricky fingers to support fine motor skills, handwriting interventions– time out with an adult to help self-regulate, nurture sessions with the nurture lead.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have at least one teaching assistant in every class who is trained to deliver any SEN intervention and support children with their learning.

Teaching assistants will support pupils on a 1:1 basis or support pupils in small groups. All children with SEN will be taught by quality first teaching.

5.9 Expertise and training of staff

Mrs Schofield has worked at Brookfield Primary School since 2001 and has been SENCO since 2013. Mrs Schofield holds the National Qualification for Special Educational Needs.

We have a team of teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to support and cover classes and support SEN interventions. Another two teaching assistants can also act up to cover classes for PPA, when needed.

In the last academic year, staff have been trained in Lexia, Nurture, Little Wandle Phonics, Sandwell Maths Tests, Salford Reading Tests and 'How to help pupils regulate' from Behaviour Support Service and the use of Boxall Assessment and White Rose Maths Intervention.

5.10 Securing equipment and facilities

To support the needs of any child with SEN we will liaise with health, and speech and language, to secure any equipment and resources that a child might need.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires – parent questionnaires
- Monitoring by the SENCO, and the governor responsible for SENCO
- Using pupil progress meetings to measure progress.
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip(s) in Years 5 and 6.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- The Accessibility Plan can be found on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are given equal encouragement to be part of the school council and join in after school clubs.
- Pupils with SEN are also encouraged to be part of gardening club/lunch clubs to promote teamwork/building friendships etc...

We have a zero-tolerance approach to bullying. Please see our behaviour policy.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/ headteacher in the first instance, as listed in section 5.17. Any complaints will then be referred to the school's complaints policy. Please see below, section 5.17, for the main contact numbers

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

For support in our local area, please see Derbyshire's Local Offer.

The local offer is an information, support and advice service for children and young people aged 0 to 25 with special educational needs or disabilities (SEND). The offer is available from the following website:

Derbyshire Local Offer – Derbyshire County Council

www.derbyshire.gov.uk

If, as a parent or carer, you need additional support around SEND, please contact the local DIASS team and they will be able to offer additional support.

Derbyshire Information, Advice and Support Service (DIASS) is 01629 533660

www.derbyshireiass.co.uk

5.17 Contact details for raising concerns

Complaints can be raised with the child's class teacher, SENCO or Headteacher. To speak directly with a class teacher, ring the main office and speak to the business manager Mrs. Michelle Hough.

To email Nicola Walker (Acting Head Teacher) please use the following email address:

Nicolawalker@brookfield-pri.derbyshire.sch.uk

To email Louise Schofield (SENDSCO) please use the following email address: louises40@brookfield-pri.derbyshire.sch.uk

To contact the school office to arrange an appointment: 01623742285

To email Mr. Paul Plastow (school governor) please use the following email address: plastow84@gmail.com

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Schofield **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan](#)
- [Behaviour](#)
- [Equality information and objectives](#)
- Supporting pupils with medical conditions
- Attendance Policy

