

School Policy for

**SEND & Inclusion**

Braunstone Community  
Primary School

2023-2025



## **Aims**

The policy reflects and is underpinned by the school vision and values statement. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all children.

We aim to work in partnership with pupils and parents to ensure the highest quality of teaching and learning and the highest levels of achievement for pupils of all ages and abilities within the community of Braunstone.

We believe that all children 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, and to be fully included in all aspects of school life.

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

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, sexual orientation, religion, culture, ability and attainment. We provide a curriculum which presents an accurate reflection of the world today, provides positive and balanced images and is accessible to all children.

We endeavour to make every effort to achieve maximum inclusion of all pupils including those with SEN, whilst meeting pupil's individual needs.

## **Principles**

The principles of our SEND / Inclusion Policy are:

- To identify and monitor pupils' special educational needs at the earliest possible stage and make provision for them so that their attainment is raised and they achieve the best possible outcomes.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide good Quality First teaching and intervention (where appropriate), matched to individual and group needs, in addition to adapted classroom provision, for those pupils on the SEND Record to enable all children to participate in lessons fully and effectively.
- To plan an effective and creative curriculum to meet the needs of pupils with SEND and ensure that all targets are SMART: S – Stretching, M – Monitored, A – Aspirational, R – Relevant and T - Time limited.
- To involve the children in their own learning: making choices, setting targets and reviewing their progress.
- To work in close partnership with parents/carers and families of pupils who have special educational needs and involve parents in the identification and review of their child's targets.
- To give parents/carers the opportunity to participate and play an active and valued role in their child's education including informal contact and review meetings.
- To inform parents and carers about the extended and external services available to support their child's needs both in school and in the local community.

- To raise the self-esteem of pupils with special educational needs, acknowledging their strengths and the progress they have made.
- To ensure that all who are involved with pupils with SEND are aware of the procedures for identifying, supporting, teaching and assessing them.
- To provide support and advice for all staff working with pupils who have SEND.
- To work in close partnership where appropriate with outside agencies to support the needs, provision and inclusion for children with SEND.
- To ensure that all staff have access to training and advice to support Quality First teaching and learning for all pupils.
- To work closely with the Advisory Board to enable them to fulfil their monitoring role, with regard to this document.

## **Roles and Responsibilities**

### **All staff**

All staff at Braunstone Community Primary School have a responsibility for inclusion and meeting the needs of vulnerable children.

### **Special Educational Needs Co-ordinator (SENDco)**

The SENDco's responsibilities are detailed in a job description. This can be summarised as over-seeing of special needs support, day-to-day organisation and advice to staff. The SENDco is allocated administration/support time. Currently, the SENDco's are Louise Male (full time) and Suzanne Holden (2 days), who are qualified teachers and members of the Senior Leadership Team (SLT).

### **Safeguarding Leads**

The designated lead for safeguarding is Halil Tamgumus (Headteacher),

Other members of staff with DSL training are:

Sharon Rushin (Deputy Head)  
Rebecca Mukiza (Assistant Head)  
Nicola Baker (Family Support Worker)  
Helen Westwater (Attendance Officer)  
Koral Downward (Inclusion Champion)  
Sarah Snow (Behaviour Mentor)  
Suzanne Holden (SENDco)  
Louise Male (SENDCo)  
Linzi Cooper (ELSA)

The designated teacher responsible for Looked After Children (LAC) is Suzanne Holden.

### **Health Professionals**

The school health visiting team are allocated to families depending upon where the family lives.

### **Identifying Special Educational Needs**

The 2014 Code of Practice says that:

*“A person has SEN 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 of 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 “.*

The SEND Code of Practice 2014 identifies four areas of need in relation to SEN:

- **Communication and Interaction** (to include autistic spectrum and language disorders such as Developmental Language Disorder - DLD)
- **Cognition and Learning** (to include dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, Emotional and Mental Health** (to include ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and Sensory** (to include hearing or vision impaired, physical disability such as Cerebral Palsy for example and sensory difficulties such as visual, auditory, proprioceptive and vestibular)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just their special educational need.

The following factors are not special educational needs but may well impact on a pupil's progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for schools provided under current Disability Equality legislation- but disability alone does not constitute SEN)
- Health
- Welfare
- Being a Looked After Child (LAC)
- Attendance and Punctuality
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium

### **A Graduated Response**

Teachers are responsible and accountable for the attainment and progress of all pupils in their class, including those pupils who may access support from learning support assistants or specialist staff. We aim to meet every individual pupil's needs within the classroom through Quality First teaching. We do this by ensuring that our planning, teaching and approaches address those needs. If a child is still not reaching his/her full potential through these methods, the class teacher will make further adjustments, personalising the curriculum to maximise the pupil's engagement and progress and providing high quality targeted interventions.

The quality of teaching is regularly reviewed through our monitoring and evaluation cycle. The progress of all pupils, including those at risk of underachievement and those who have, or may have, SEN is also reviewed at our termly pupil progress meetings.

We believe that additional support and interventions, while they have their place, cannot compensate for a lack of good quality teaching. If extra interventions are necessary, teachers will identify groups of pupils or individuals and specify the help to be given.

Interventions may take the form of children spending time working in small groups or being withdrawn from the classroom, to work in an allocated, suitable space for specific activities related to their needs. This may be delivered by the teacher, or learning support assistant and will complement work done in the classroom so that skills, knowledge and understanding will be transferred to their work back in the classroom.

If a child has made little or no progress, the child's needs will be reviewed through our early monitoring process which involves a discussion with the SENDco. Class teachers and the SENDco also have termly meetings to discuss pupils of concern. A child may be placed on the SEN record with involvement of parents at either a routine parent evening or at a specially called meeting.

If the decision is made to place a pupil on the SEN record, the SENDco is responsible for coordinating the support offered to the pupil. The school may also decide to seek advice and support from outside agencies.

It is never our intention to keep pupils on the SEN record indefinitely and if sufficient progress has been made and the child is consistently meeting their targets, the child may be removed from the SEN record.

### **Education and Health Care Plans (EHCPs)**

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health and Care Needs Assessment if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN
- The child has a disability which is lifelong, and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from a Designated Specialist provision (DSP) or special school provision
- Some children may benefit from a therapeutic alternative provision to meet their needs

This may, or may not, result in the LA issuing an Education, Health and Care (EHC) plan.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the Local Authority (LA) decide that an EHCP assessment is needed the following process will happen:

- The LA will request advice from school and external agencies involved
- The LA will also request social care and health advice if relevant
- The information is then collated to form the FOSA – Findings of Statutory Assessment
- The FOSA will be sent out to school, parents and an external agency involved to check for any amendments
- The FOSA is then taken to a panel meeting to decide if the EHCP is going to be issued
- If the EHCP is issued it will be drafted, funding and type placement decided which will best suit the needs of the child
- Consultation forms will be sent out to all provisions to say whether they can meet need
- Once this has been decided the final EHCP will be issued naming the provision

- Parents will be invited to an Implementation Meeting
- The EHCP plan will be reviewed annually through a formal meeting which will be child centred
- In school there will be termly meetings to monitor progress towards the EHCP targets

### **Monitoring and Evaluation of SEND**

We regularly and carefully monitor and evaluate the quality of provision we offer to all pupils, including those with SEND. We do this in the following ways:

- Lesson observations and SEN specific learning walks
- Planning checks to ensure targets are considered and tasks differentiated
- Book looks to reflect progress over time
- Consulting parents and pupils on their view of progress and making them fully aware of any additional provision
- Tracking of pupil progress by class teachers, the SENDco's and Leadership Team
- Pupil Progress Meetings
- School based assessments (SBA)
- Intervention impact reports
- Evaluation of the Provision Maps
- Monitoring and Evaluation visits
- OFSTED inspections
- Annual report to the Advisory Board

### **Supporting Pupils and Families**

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. All admissions will be made through Leicester City Council Admissions Team.

<https://www.leicester.gov.uk/schools-and-learning/school-and-colleges/school-admissions/>

Prior to starting school, parents/carers of children with an EHC plan, will be invited to discuss the provision that can be made to meet their identified needs. Prior to admission to Foundation Stage 1 (Nursery), staff visit all parents/ carers and their children in their family home to discuss their individual needs. Contact will be made to supporting agencies if required - Children's Centre /Early Years Teaching Service.

Parents are sign posted towards the LA Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website <https://families.leicester.gov.uk/send-local-offer/>

The school acts as a link between parents and any outside agencies which may be asked to provide support, advice or assessments on their child with SEND. The SENDco will meet with outside agencies at joint planning meetings twice a year to ensure that the needs of individual children are met by:

- early identification
- supporting the assessment process
- helping to develop interventions aimed at addressing a child's continuing barriers to achievement
- advising on effective provision to prevent the development of more significant needs

These agencies may include:

- Learning, Communication and Interaction Support Team (LCI)
- Visual Support Team (VS)
- Hearing Support Team (HS)
- Primary Social, Emotional and Mental Health Team (Primary SEMH team)
- Speech and Language Therapy (SALT)
- Educational Psychology Service- LA or EPIC
- Early Years Teaching Service (EYTS)
- Children Centres
- Traveller Support Service
- Virtual Schools Team for Looked After Children (VST)
- Social Care
- Health Services
- Voluntary Action Leicestershire (VAL)
- Education Welfare Officer (EWO)
- School Nurse
- Health Visitors

Parents/carers are consulted and permission requested if any outside agency is to be involved.

Liaison between parents and school will be fundamental to building up a complete picture of any child with SEND. At all meetings with parents and especially when a child first joins the school, a careful profile will be made of the strengths and history of the child's development.

Class teachers of children joining from other schools will usually receive information from the previous school; if there is an SEN concern, the SENDco will telephone to further discuss the child's needs. Children transferring from BCPS to new schools will have their SEN file forwarded and contact will be made by the SENDco or class teacher.

At the end of the school year, the school offers Transition Days to support children as they move from one class to the next. Enhanced transition arrangements are made for some pupils with SEND and some pupils may have transition booklets to take home for the summer holidays.

We also have good links with local secondary schools, all of whom have taster days and many of whom also offer enhanced transition packages for pupils with SEND. Outside agencies may also offer additional transition support for particularly vulnerable or anxious pupils. Individual Year 6 transfer meetings are organised for particular pupils with the receiving school's SENDco during the summer term prior to transfer.

### **Supporting Pupils at School with Medical Conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical conditions may require an Individual Health Care plan in order to ensure that their health care needs are fully met while they are in school.

Some children with medical conditions may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Where this is the case, the school follows the guidance in the SEND Code of Practice 2014.

Some children with medical conditions may also have disabilities and the school complies with its duties under the Equality Act 2010. For further information on how we support pupils who need to receive medicines throughout the school day or those with medical conditions, please refer to the school's Administration of Medicines Policy and refer to the Health and Safety Guidance No.36A (October 2014) issued by the Local Authority.

### **Training and Resources**

All staff will be encouraged to develop their SEN expertise through professional development, both within and outside school. Teachers, through the Performance Management procedures, and non-teaching staff through the Appraisal process, will receive regular professional support.

The induction process for new teaching and support staff includes the explanation of systems and structures in place around the schools SEND provision and practice.

Appropriate CPD is planned and delivered through twilight sessions, attendance on relevant courses, staff meetings, working with other colleagues and support from outside agencies.

There are specialist areas within the school designated for working with SEN pupils. We also have several intervention rooms throughout the school to where children can be withdrawn for a variety of activities.

The school's SENDCo attends network meetings in order to keep up to date with local and national updates in SEND. They are also part of a local network of schools, within the same development group, that discuss a variety of topics relevant to the group's needs.

### **Accessibility**

The Equality Act (2010), placed a duty on schools and LAs to plan to increase over time the accessibility of schools for disabled pupils.

Braunstone Community Primary School is a single site school, with Early Years Foundation Stage, Key Stage 1 and Key Stage 2 departments within the same single storey building. The whole building is suitable for wheelchair access. There are shower, changing, laundry and accessible toilet facilities in all departments. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

The school will ensure that all children have access to a balanced and broadly based curriculum which is flexible enough to meet every child's needs. (All children are included in any learning activity regardless of their impairment or learning difficulty unless detrimental to their health and well-being). Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a positive and inclusive way with the children they are supporting, and will encourage independence, peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are adapted to include appropriate learning outcomes for all pupils.



Adapted teaching takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.

The school will ensure that the extended curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

We aim to be a dyslexia friendly school so we provide information in a suitable format, adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing. We also use dyslexia friendly fonts and backgrounds.

We use a range of assessment procedures within lessons (such as role-play, drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

We recognise that there may be a number of parents/carers with disabilities of children within the school, and we work to try to ensure they are fully included in parents/carers activities.

We try to ensure that alternative methods of communication are available for parents with disabilities or language difficulties. We also ensure regular telephone contact.

We try to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our after-school activities.

Our accessibility Plan can be accessed on our website.

### **Dealing with Complaints**

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDco, who will try to resolve the situation.

If the issue cannot be resolved, the parent/carer can make a formal complaint following the school's Complaint Procedures.

A parent/carer can at any time consult the SENDIASS (Leicester Special Educational Needs and Disabilities Information, Advice, and Support Service), on issues of Special Needs.

Telephone: 0116 257 5027

Email: [info@sendiassleicester.org.uk](mailto:info@sendiassleicester.org.uk)

Website: <http://www.sendiassleicester.org.uk/>

### **Linked Policies**

This policy is to be read in conjunction with the following school policy statements/National and Local Authority guidance:

- Positive Behaviour Management
- Child Protection/Safeguarding
- Accessibility Plan
- Equality and Diversity Statement
- Administration of Medicines

## Braunstone Community Primary School

- Health and Safety Guidance No.36A (October 2014)
- Special Educational Needs and Disabilities: Code of Practice 0-25 years (September 2014)

### Reviewing the Policy

This policy will be reviewed every two years and published on the school web site.

Category:	Inclusion
Purpose:	To set out the key requirements of the SEND Policy in line with the SEND Code of Practice 2014.
Date ratified:	
Review Date:	<i>This policy will be reviewed every year by the Inclusion Manager. Any material amendments will be presented to the Advisory Board for approval. A formal review will take place every two years.</i>
Coordinator/s:	Louise Male (SENDco) Suzanne Holden (SENDco)
Signed (&dated) by:	