



# **SEND Policy**

## **Broadmayne First School**

**Approved by: Full Governing Board**

**Date: May 2021**

**Last reviewed on: May 2021**

**Next review due by: May 2023**



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## 1. Aims

Our SEND policy and information report aims to:

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

At Broadmayne First School, we are committed to offering equality of opportunity by providing high quality teaching and learning experiences that are personalised to ensure the best possible outcomes for all of our pupils, whatever their needs or abilities.

Broadmayne First School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best and that they become confident and independent individuals who can make a successful transition into middle school.

We work in close partnership with parents to put the children at the heart of all we do. We show sensitivity, honesty and mutual respect. We encourage children to share concerns and to discuss strategies. Broadmayne First School provides a focus on outcomes for children rather than focusing on the number of hours of provision/ support given and places an emphasis on a holistic approach to support.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils. This is special education provision under Section 21 of the Children and Families Act 2014.

Every adult in the school is trained in relational practice, in order to support all children, including those with SEND. All staff are aware of children requiring additional support and take responsibility for those in their care, working collaboratively as classroom teams and with parents.

### AIMS

- To create a whole school culture of encouragement, acceptance and kindness, with respect for, and sensitivity to, individual needs, so that all children can thrive.
- To identify and provide support as early as possible for individuals who have additional needs, in order to remove any barriers to their progress and ensure their wellbeing.
- To enable each child to take part and contribute fully to school life.
- To ensure the safeguarding of all children and enable them to learn and grow independently in a safe environment;
- To ensure all children with special educational needs are provided with learning tasks at a level they can understand and find success with;
- To develop the self esteem and resilience of every child;
- To provide access to, and progression within, the curriculum at least in line with their peers.
- To involve children in planning and reviewing processes that address and monitor their special educational needs and/or disability.
- To work in partnership with parents and carers to support children's emotional, educational and health needs.
- To provide regular, quality training for all staff that can be implemented effectively to help them to support children with SEND.



At Broadmayne First School, we are committed to ensuring that all children are able to fully embrace the many opportunities that the school can offer. All classrooms are fully inclusive, with SEND needs managed respectfully and effectively, to ensure that children with SEND are able to be fully integrated with their peers, enjoying the social and academic experiences of school life. We ensure that every child is given the support and guidance necessary for them to thrive, grow and achieve, through regular, relevant and specific staff training, and supervision and support given to staff working with SEND children. We are committed to ensuring the emotional wellbeing of all our pupils and advocate relational practice built on respect, responsibility, safety and kindness.

## 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

## 3. Definitions

A pupil has SEND 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is **Miss Michelle Carter-Grogan**

[sendco@broadmayne.dorset.sch.uk](mailto:sendco@broadmayne.dorset.sch.uk)

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans



## Broadmayne First School SEND Policy and report 2021

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

### 4.2 The SEN governor

The SEN governor is: **Ali Garrett** [agarrett@broadmayne.dorset.sch.uk](mailto:agarrett@broadmayne.dorset.sch.uk)

They will:

- Help to raise awareness of SEND 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 SEND policy and provision in the school

### 4.3 The headteacher

The headteacher: **Mrs Helen Collings** [headteacher@broadmayne.dorset.sch.uk](mailto:headteacher@broadmayne.dorset.sch.uk)

They will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND 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, including those with SEND.
- 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 SEND policy



## 5. SEN information report

### 5.1 The categories of SEND 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, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 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. 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
- Is impacted by an underlying condition

This may include progress in areas other than attainment, for example, social needs and emotional wellbeing.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. The school acknowledges that acute traumatic events can impact on a child's progress and attainment and require specific and timely intervention to remediate.

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.

Where appropriate, children will be placed on the SEND register under the recognised category for support. The support categories used within Broadmayne First School are:

**NSA - No Specialised Agency involved.** The school is providing support through evidenced based interventions, delivered by trained staff and reviewed internally.

**K - Known to an outside agency.** The school has referred to, or received advice from, an external specialist agency (eg, Speech and Language, Physiotherapy, Special Educational Needs Support Service (SENS), Behaviour Support). This informs the delivery of a specific programme of support for the child.

**EHCP - The child has been identified by the Local Authority as requiring an Education and Health Care Plan.** Detailed provision and support are implemented in line with the legal documentation.



Children may also be placed on the SEND register as M (Monitoring) whilst catch up interventions are implemented and reviewed. A child should not be on M for longer than 1 term. At the end of the planned intervention, a decision is made in consultation with parents, the pupil and the SENDCo as to whether the child requires additional, longer term support.

### 5.3 Consulting and involving pupils and parents

The school communicates with parents regularly through half-termly “Snapshots” of progress, bi-annual parents evenings and the annual school report. Each class teacher has a direct class email address that can be used at any time for contact (eg, [yearX@broadmayne.dorset.sch.uk](mailto:yearX@broadmayne.dorset.sch.uk))

Where there is cause for concern, as outlined in Section 5.2, staff will have an early discussion with the pupil and their parents to ensure that,

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- Parental concerns are acknowledged and considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents are encouraged to speak with the class teacher at the earliest opportunity if they have concerns about their child’s progress. The class teacher will seek advice from the SENDCo as to which interventions and support systems may be beneficial to the child in the first instance.

Notes of these early discussions will be added to the pupil’s record (Individual Support Plan).

We will formally notify parents when it is decided that a pupil will receive SEND support at any level, and parents will be invited in to attend a Pupil Progress Plan meeting.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

At Broadmayne First School, we follow the graduated response approach and the four-part cycle of **assess, plan, do, review**.

In the first instance, the class teacher will work with the SENDCO 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
- Other teachers’ assessments, where relevant
- The views and experience of parents
- The pupil’s own views
- Advice from external support services, if relevant

A Pupil Progress Plan is produced termly for each child on the school SEND register (not those on M). This will include:

**INTENT:** 3 clear targets that are SMART (specific, measurable, achievable, realistic and timed). At least one of these targets should link to the pupils emotional wellbeing and mental health.

**IMPLEMENTATION:** The provision and planned intervention for each target is identified and named, detailing frequency of delivery and by whom. Overall responsibility of the implementation remains the responsibility of the class teacher, with support from the SENDCo.



**IMPACT:** Review statements will be created for each target (eg, by the end of the term, I will be able to...) These statements will be reviewed in the termly Progress Plan Meeting.

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. As a school, we regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Link to Pupil Progress Plan can be found here:

<https://docs.google.com/document/d/1f8q6WFHirGcEOG5z8knxjrpIbjGGEENh5Nh8Xv2W5wc/edit>

## 5.5 Supporting pupils moving between phases and preparing for adulthood

Broadmayne First School works closely with many education settings in the DASP area. When preparing for admission to our school, parents are invited to visit the school and meet with staff to discuss any specific requirements that their child may have. Where a child requires an enhanced transition, regarding a recognised need or diagnosis, a TAC (Team Around the Child) meeting may be required.

As a first school, most of our Year 4 children will transition to Middle Schools in the local area. The SENDCo and Year 4 class teacher work closely with the SEND teams from each setting to ensure that SEND children are fully supported through their transition. Each Middle School team visits the school during the Summer Term and meets with the children moving up. Staff complete a detailed information handover, with one page pupil profiles created for all SEND children. The SENDCo also shares information on how the child has been supported, external agencies involved, and strategies that have worked well.

## 5.6 Our approach to teaching pupils with SEN

All class teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND.

High-quality first teaching is always our first step in responding to pupils who have SEN. Providing access to the curriculum, in line with their peer group, is important and learning opportunities will be differentiated for individual pupils, wherever possible, to ensure this.

Teachers should provide support staff with a timetable and written plan for any interventions required, and guidance for the support that they are expected to deliver. Wherever possible, the most vulnerable learners should work with the most qualified member of staff and training is provided to ensure the highest standard of delivery of evidenced based interventions

At Broadmayne First School, we provide the following support in a 3 wave system.

<https://docs.google.com/document/d/1V3lYhTVN2nXLsk-vviuZGWMoxYWRRi4J2DeZxRzc9i4/edi>

## 5.7 Adaptations to the curriculum and learning environment

Within the school environment, we are committed to making every area of the school inviting and accessible to the needs of pupils with SEND. Staff have received training on how to make classrooms inclusive for a wide range of needs. As standard, all classrooms will have:

- An organised environment, with clear routines that minimise noise and movement.
- A standardised visual timetable that is clearly visible to children and staff throughout the day, and is updated regularly.
- Labelled resources that use clear fonts and visuals to support independence in the classroom.





- Key word and phonic support cards easily accessible to children.
- “Working Wall” displays that benefit learners (including key vocabulary, strategies for support and visuals to help understanding)
- Access to ICT equipment that enhances and supports learning.

We also 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, scaffolded activities and stem sentences, etc.
- Adapting our resources and staffing to ensure that SEND learners are getting the best support in every session.
- Using recommended aids and equipment as specified by external agencies, such as laptops, larger fonts, seating aids, desk slant etc.
- Differentiating within our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, booster groups between sessions, etc

### **5.8 Additional support for learning**

The school uses a proportion of its nominated SEND budget to ensure that support staff (teaching assistants) are deployed across the school where the need is greatest. Where a medical need has been identified on an EHCP, support staff are employed to deliver medical care and will follow the child through the school, moving up each year.

We also work closely with the following agencies to provide support for pupils with SEN:

- Speech and Language Support Service
- Physiotherapy and Occupational Therapy Services
- SENSS (Special Educational Needs Support Service) to include CCN (Complex Communication Needs) Advisor, Specialist Dyslexia Teachers and Sensory Support
- Educational Psychology Service
- Family Partnership Zone / Early Education Support Hub
- Core Diagnostic Pathway Team
- TADSS Outreach Service (Support from Dorset’s Special School provision)
- Hearing and Vision Support Service
- Family Counselling Trust
- Dorset Family Matters
- Dorset County SEN Team

### **5.9 Expertise and training of staff**

All staff are trained in Relational Practice in order to be “emotionally available adults” to all children in our setting. The headteacher has trained as a Trauma Informed lead Practitioner and all staff have completed training on this.

Our SENCO has 13 years experience in this role and has worked as a class teacher for 16 years. She is also a qualified Parent Support Worker and Therapeutic Play Practitioner. She is currently allocated 2 hours a week to manage SEN provision. Recently, she has trained in delivering various



assessments which can be used to identify children with early signs of dyslexia, dyscalculia, visual perception difficulties and working memory difficulties

In the last academic year, staff have been trained in Attachment Friendly Relational Practice and Trauma Informed Practice, Brainworks Sensory Programme, Dyslexia Friendly Classroom approaches and Speech and Language Programme delivery.

The school subscribes to The National College and all staff have access to as many modules as they require. Throughout the year, there are required SEND modules set by the SENDCo, that are completed by all staff. This will be based around the level of need within our school at any one time.

We use specialist staff (such as the SENSS team, Educational Psychologist and TADSS Outreach team) to support the assessment of children who may require an EHCP, and those identified as having a diagnosed need such as ASD, Dyslexia, ADHD and Sensory Processing Needs.

### **5.10 Securing equipment and facilities**

Where a child requires adjustments to the classroom environment or access to specialist equipment, the school uses a proportion of its SEND funding to cover the costs of this. This could include providing items recommended in Occupational Therapy (OT) plans, accessing online support programmes and assistive technology. The school has laptops that can be assigned to specific children as required.

When a child is identified as requiring larger specialist equipment and/or adaptations to facilities, the school works closely with outside agencies to provide what is necessary. This may include specialist equipment from services such as Occupational Therapy or the Hearing and Vision Support Service.

### **5.11 Evaluating the effectiveness of SEN provision**

The SENDCO takes the lead in monitoring and assessing the intention, implementation and impact of SEND provision within the school. It is vital that all SEND needs are met fully and in the most appropriate way for the pupil to make maximum progress.

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

- Reviewing pupils' individual progress towards their goals each term, through 1.1 meetings with SEND parents and pupils.
- Reviewing the impact of interventions after 6 weeks delivery and a requirement to keep weekly notes on the delivery of any targeted, evidenced based interventions. Pre and post assessment data is collected where this is appropriate, in order to measure progress and impact.
- Holding termly data meetings with all teaching staff to discuss the progress of SEND pupils, and to identify any additional children who may be at risk of falling behind due to an unmet SEND.
- Monitoring the whole school provision, that includes termly learning walks and/or book looks.
- Conducting an annual audit of SEND provision to ensure consistency across the school in the delivery and approaches used to support SEND.
- 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**

Broadmayne First School is committed to ensuring that all pupils are able to fully access the appropriate curriculum and have their needs met within our setting. In doing so, we ensure that:



- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs. Staffing is arranged to support the needs of pupils as required.
- All pupils are encouraged to go on our residential trip to Hooke Court in Year 4, and the school works closely with the Hooke staff to ensure that activities are suitable.
- All pupils are encouraged to take part in sports day, wider school events, such as the Christmas play and summer show, and special workshops or visits. Contact is made with any visiting provision to ensure that activities can be adapted and delivered in a way that ensures accessibility. Visiting PE professionals are made aware of any SEND prior to working with each class.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where a child has a specific disability, Broadmayne First School will work closely with all agencies involved in order to ensure a smooth transition to our setting.

Our school Accessibility Plan can be accessed via the following link: [Accessibility Plan 2019-2022](#)

### **5.13 Support for improving emotional and social development**

All staff within the school have been trained in attachment aware, relational practice. This ensures that all adults are “emotionally available” for children as required throughout the school day. Regular training updates are delivered to ensure a consistent approach across the school and copies of the Behaviour Blueprint are displayed throughout the school.

Additional pastoral and SEMH interventions are delivered as required through small group and 1.1 sessions, within a designated time frame.

The school uses the PACE approach when working with all children. Further information on this approach and how it is developed in school is available here:

[https://girfec.fife.scot/data/assets/pdf\\_file/0032/187484/PACE-School.pdf](https://girfec.fife.scot/data/assets/pdf_file/0032/187484/PACE-School.pdf)

The school shows awareness that emotional and social development can be more challenging for some children with SEND, and that these children can be more at risk of experiencing or engaging in bullying behaviours. The school provides support for SEND children to improve their emotional and social development in the following ways:

- Emotional regulation visuals are used with all children, where a need is identified.
- Pupils with SEND are given regular opportunities to check in with staff and identify any issues as they arise.
- The development of emotional literacy is a high priority and is modelled by staff at all times. It is also explicitly taught through our PSHE curriculum Heartsmart.
- Pupils with SEND are encouraged to be part of the school council and to take on other responsibilities if they would like to.
- Pupils with SEND are encouraged to be part of “I Can” Club and other “in class” small group nurture sessions, to promote teamwork/building friendships
- Pupils can access a lunchtime Cosy Club at times when the outside space can feel overwhelming.
- The school has rigorous Anti Bullying systems in place and takes all allegations of bullying seriously. Bullying is dealt with swiftly and respectfully, with a focus on restorative practice.



#### **5.14 Working with other agencies**

The school works with a wide range of professionals including the Local Authority SEN Locality Team, Health and Social Care professionals and a variety of volunteer organisations, such as Dorset Reading Partners and SENDIASS. Where appropriate, the school takes the lead in arranging Team Around the Family (TAF) and Team Around the Child (TAC) meetings, and invites all external agencies working with EHC children to Annual Reviews.

For further details of other professionals, please see section 5.8

#### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If it is felt that the issue has not been resolved, the complaint may be escalated to the SENDCo and/or Headteacher. Parents will be referred to the school's complaints policy.

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 children. 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**

Many of the services available to support parents and pupils with SEND are available here:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/services-in-dorset-to-help-support-children-and-young-people-with-send.aspx>

The school will work with parents on a 1.1 needs led basis to signpost appropriate services and support specific to their child's needs.

#### **5.17 Contact details for raising concerns**

If a parent or carer has concerns the class teacher should always be approached in the first instance. If a concern remains unresolved, then the SENDCo should be contacted using the following email address [sendco@broadmayne.dorset.sch.uk](mailto:sendco@broadmayne.dorset.sch.uk).

For any concerns relating to safeguarding, our designated Safeguarding Lead is Mrs Helen Collings [headteacher@broadmayne.dorset.sch.uk](mailto:headteacher@broadmayne.dorset.sch.uk) or Mrs Natasha Bostock [reception@broadmayne.dorset.sch.uk](mailto:reception@broadmayne.dorset.sch.uk)

#### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>



## 6. Monitoring arrangements

This policy and information report will be reviewed by Michelle Carter-Grogan **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 Regulation
- Equality information and objectives
- Supporting pupils with medical conditions

June 2021