



SEND Policy

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1. Policy Statement & Objectives

"The governors, Headteacher and staff at James Brindley Primary School are committed to providing a broad, balanced, relevant and differentiated Curriculum for every pupil in order to improve standards for each individual taught."

1.1. The policy indicates school's commitment to inclusion by striving to meet the needs of all its pupils, whatever their level of ability or individual needs, whether the child has an Educational Health Care Plan or not. The objectives of the policy in order to fulfil the SEND Code of Practice include:

- The early identification, assessment and planning of provision to meet individual learning needs of pupils experiencing difficulties in their learning.
- Much greater provision is now in class constantly within a dyslexia friendly school environment.
- Monitoring, recording and reporting on progress of pupils with learning difficulties.
- Co-ordination of the efficient use of resources and continuous support for the efforts of staff to meet more effectively the needs of pupils with learning difficulties.
- Promoting access to a balanced and broadly based curriculum, including the Foundation Stage and the National Curriculum.
- Development of genuine opportunities for partnership with parents and external agencies.
- The provision of clarity and awareness for staff and governors within an agreed framework.

2. School Aims

2.1. It is the aim of James Brindley School:

- To ensure that children with a Special Educational Need and those identified as being gifted should be given a broad, balanced and relevant education with full access to an appropriate curriculum for both the Foundation Stage and the National Curriculum, within resources available.
- To provide appropriate levels of staffing, equipment and support, together with relevant staff training, in order to allow pupils to progress within the framework of the Curriculum and Special Needs Code of Practice.

2.2. To facilitate that progress and success through the following:

- A policy of early identification, awareness and respect for the individual needs of specific children.
- The provision of differentiated schemes of work and teaching strategies for every child in school using a dyslexia friendly environment in each class.
- The establishment of a positive learning environment/experience in which all pupils can thrive.
- A structure which allows for the flexible grouping of children according to need.

- A positive environment which recognises achievement and a standard procedure for assessing, monitoring, recording and reviewing progress both of a formal and informal nature.
 - A policy of effective management of pupils' behaviour through a whole school approach to discipline.
- 2.3. To encourage all staff to share in the responsibility for the successful planning and provision for children with special educational needs and gifted children. Teachers recognise that learning differences respond to changes in methods, materials and multisensory approaches.
- 2.4. To develop an inclusive climate within school in which every pupil can grow in self-esteem so as to enable him/her to feel a valued member of the school and community.
- 2.5. To value the views of the child according to age, maturity and capability, thus enabling the child to participate in decisions and choices about their own education.
- 2.6. To encourage and develop individual's strengths, abilities and interests so as to promote success and achievement and enable children to reach their full potential.
- 2.7. To make arrangements for sharing good practice in order:
- To develop effective liaison with cluster group primary schools, so that strategies and resources can be shared and to establish links with high school colleagues, in order to promote a greater awareness of provisions and resources.
 - To seek to further develop inclusion through links with schools and units in the special sector.
- 2.8. To effect meaningful co-operation with all appropriate outside agencies with well-co-ordinated multi-agency planning
- 2.9. To promote continuous and supportive communication with parents/guardians and to encourage effective parental involvement in individual learning programmes and group support plans.
- 2.10. To develop the 'management' of learning support staff, teaching assistants, parents and volunteers.

3. ROLES AND RESPONSIBILITIES

3.1. The Governors

James Brindley's Local Governing Board has certain responsibilities in relation to pupils with special educational needs. These will be discharged by having:

- A knowledge of the school's system for the identification of pupils experiencing difficulty. The curriculum subcommittee will oversee and monitor documentation with SENDCO and link governor.
- A knowledge of the school's course of action for such pupils in relation to the Code of Practice and how resources have been allocated to and amongst children with SEND.
- Governor's attendance on dyslexia friendly schools training and awareness.
- School reports from the Head Teacher/SENDCO which provides this information.
- Annual report to parents on the SEND policy, including the success of the SEND policy and any significant changes in the policy which will include the effectiveness of the school's system for

identification, assessment, monitoring, provision, record keeping and the use of outside support agencies.

3.2. The Headteacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school, including provision for children with special educational needs. These responsibilities are met within the close collaboration of the Head Teacher, senior management team and SENDCO in the early identification and subsequent provision of pupils with a significant educational need.

3.3. The Special Needs and Disabilities Co-ordinator

The responsibility for co-ordination of provision rests with the SEND co-ordinator, Mrs Simmons.

Arrangements for coordinating provision for pupils with special educational needs includes:

- Explanation of staff expectation and to heighten awareness of Code of Practice, removing dyslexia as a barrier to achievement.
- Provide guidance and support to teacher in the identification and recording of children with need following a graduated response model.
- Meeting the teachers to discuss needs, check, monitor and set targets.
- Liaison with parents, external agencies and governors.
- Liaison with phase co-ordinators/teaching assistants and support teachers and provide continuity of approach with regards to inclusion of provision for all needs, including dyslexia, SpLD and ASC.
- INSET training and feedback from SEND courses.
- Liaison with phase co-ordinators termly in order to monitor and evaluate quality of support and its impact on pupil progress including the movement of children within the graduated response of the Code of Practice.
- All information and documents relating to pupils with a special educational need will be labelled and stored securely in filing cabinet sited in the SEND room. E-copies are stored on CPOMS. No information which contravenes the Data Protection Act is stored.
- SEND resource bases to be found in the SEND/administration room. Other SEND resources allocated throughout the school where needed.
- Have a key role in supporting the transition of pupils with SEND to different settings, e.g. through phases, high school.

To provide continuity of administration and liaison, the SENDCO should be allowed a suitable amount of time out of class in which to monitor and evaluate special educational needs provision throughout the school. The SENDCO can also give guidance to the class teacher on the drawing up of Individual Education Plans or Group Support Plans for children in school.

The SENDCO will also be involved in progress reviews for those who have an Education Health Care Plan or are working towards referring for one. An important part of the SENDCO role will be discussing the needs of particular children with class teachers and keeping close and positive contact with all parents/carers concerned.

3.4. The Teachers

Class teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils access support from teaching assistants or specialist staff. The class or subject teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the class teacher. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The class teachers should make regular assessments of progress for all children. Where a child is making less progress than expected, the first response is high quality teaching targeted at their areas of weakness. Working with the SENDCO, the class teacher should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

4. Admission arrangements

- 4.1. All admissions are administered by the Admissions Team at Salford Local Authority. Pupils with special educational needs are welcomed to the school as the school values each child and endeavours to meet the needs of all its pupils through inclusive practice.
- 4.2. The school seeks to remove the barriers to learning, and plans strategically in order to increase access to the premises and the curriculum for disabled pupils. Anticipatory action ensures that pupils are considered and catered for as soon as practically possible.

5. IDENTIFICATION, ASSESSMENT, MONITORING OF PROVISION

5.1. The following needs may be identified:

- Cognition and learning difficulties, including SpLD.
- Behavioural, emotional and social difficulties.
- Communication and interaction difficulties, including speech and language.
- Sensory and physical difficulties.

5.1.1. Early awareness and identification of need is crucial in assessment and is made of:

- Nursery admission details. Staff undertake visits to children's centres when there is a significant individual child's need.
- Action plans.
- Baseline Assessments (reception) together with Foundation Stage Profile.
- Early Learning Goals (nursery and reception).
- Rising Stars Reading and Maths.
- SATs (year two onwards) and Pre Key Stage Levels for some children.
- Outside agency assessments.
- Every Child Matters outcomes.
- SEN Concern form (including specific needs checklists)

5.2. Programmes of Work

School will develop an inclusive curriculum providing a framework of well-defined and achievable aims and objectives. This will include the choice of appropriate teaching methods and learning environments. Through this, opportunities for success will be built into the programmes of work in order to nurture positive attitudes and inspire confidence in the children with regard to their own abilities. As a further aid to

motivation, children should be aware of the purpose of their work, with each child in school working towards individual targets. The programmes of work will undergo continuous evaluation.

5.3. Access and Integration

All pupils will have access to the full curriculum, including the Foundation Stage and the National Curriculum. This will be matched to the pupil's level of ability. Pupils with SEND are an integral part of the school. An adaptation/modification may be made in presentation, content and context to complete a task and each child's learning style is taken into account with a multi-sensory approach used whenever appropriate. The policy at James Brindley is based around learning styles and preferences to achieve a varied friendly learning environment for all children.

5.4. School based Stages of Assessment and Provision

James Brindley's system for observing and assessing the progress of individual pupils provides information about areas where a pupil is not progressing, even when the teaching style has been differentiated. These observations are enhanced by knowledge, built up over time, of an individual pupil's strengths and weaknesses. A graduated response is followed, beginning with:

5.4.1. Initial Concern

After a class teacher has an initial concern about a particular child, s/he may conclude that the strategies they are currently using with the pupil are not resulting in the pupil learning as effectively as possible. In these circumstances they will consider, together with the SENDCo, what else might be done. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

5.4.2. Meeting the Needs of Pupils with SEND

The triggers for intervention could be the teacher or other's concern underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted, particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeric skills that result in poor attainment in some other curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques employed in school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

If staff conclude, after consulting with parents, that a pupil may need further support to help progress, consideration will be given to the reasons for concern. This will be considered alongside any information about the child which is already available in school. The school SENDCo will facilitate the further assessment of the pupil's particular strengths and weaknesses, planning future support for the pupil in discussion with colleagues and monitoring and subsequently reviewing the action taken. The pupil's class

teacher will remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

At James Brindley, an important part of this process is the collection of all known information about the pupil and seeking additional new information from parents and others. The school SENDCo facilitates this and in some cases outside professionals from health or social services may already be involved with the child. In such instances, the SENDCo/class teacher will liaise with these agencies. If these professionals have not already made contact with James Brindley, then the SENDCo will contact them in order to share information. The information they give on a child will be used as a baseline on which to plan an appropriate intervention.

The class teachers at James Brindley have the responsibility to strive to build upon their expertise in order to devise strategies and identify appropriate methods of access to the curriculum. The school's SENDCo co-ordinates the planning of the child's support and can work with the class teacher in setting up appropriate targets on the pupil's individual education plan. All staff are therefore involved in providing further help to pupils in order to tailor the support provided for the child. James Brindley has adopted procedures to support the Dyslexia Friendly Schools Initiative with the realisation that more children are successful when taught, using dyslexia friendly teaching methods. Dyslexia Friendly techniques can be applied to children who are not dyslexic.

5.4.3. The Graduated Response

5.4.3.1. ASSESS

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENDCo may also carry out more diagnostic assessments of needs in key areas of difficulties. The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need of that needs may change overtime.

The comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

5.4.3.2. PLAN

The class teacher will use this information to draw up a plan called an Individual Education Plan to show the support that will be offered to the child. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identified and to support the evaluation of any impact of any provision.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes. The range of additional interventions are set out on each year group's provision map.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and the input of external agencies when they are involved with a pupil.
- Be shared with all key stakeholders so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan which will clearly show the period it covers and when it will be reviewed. A signature must be obtained from class teacher, parent and pupil to show that they have seen and understand the targets and interventions that have been put into place.

5.4.3.3. DO

Class teachers, with the support of the SENDCo, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

There will be regular liaisons and feedback opportunities with staff delivering the interventions so that any required refinement of the support can be managed promptly.

5.4.3.4. REVIEW

The impact of any additional support offered will be reviewed at least once a term. Parents will be invited to attend along with pupils when this is appropriate. Depending on the level and complexity of the needs, this review may be included in the general school cycle of parental consultation meetings. Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute.

At the review, the following will be considered:

- Impact of each element of the intervention towards the identified outcomes.
- Views of parents and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.

5.5. Outside Agency Involvement

At James Brindley we endeavour to consult specialists when we take action on behalf of a pupil, which is when the SENDCo and class teacher believe they have used all possible resources in the school. Therefore, they will require extra support. However, the involvement of specialists is not limited to such pupils alone. Outside specialist play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. Outside specialists are used as consultants and are a valuable source for in-service training on learning and behaviour management strategies for all teachers.

When a child has external support services, both those provided by the Children's services Directorate and by outside agencies advise class teachers upon strategies to be used and possible targets to be set on IEP'S. They are also used to administer more specialist assessments and give advice on the use of specialist equipment and materials within school. In occasional instances, support can be provided for particular activities.

The triggers for the involvement of external agencies are that, despite receiving an individualised programme and/or concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and numeracy skills

- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At James Brindley there is a commitment to improving the management and alternative arrangements for all children with Special Educational Needs, including those with an Educational Health Care Plan. With the advice from the inclusion service, health professionals, appropriate equipment and teaching materials, a pupil's special educational need can in some instances be considerably reduced.

5.6. Allocation of resources to and amongst pupils with SEND

Human resources include all members of staff. Expertise and skills appropriate to Identified needs are shared and utilised. All curriculum co-ordinators respond to SEND within policies and resources in consultation with SEND co-ordinator and Senior Management Team. Teacher manuals to aid classroom management and proficiency are housed in both the staff room and filing cabinet in the SEND room.

The placement of resources may change as demand and organisation change. However, we feel that, at present, resources are readily available to all in school. Staff are made aware of all SEND resources and each department is encouraged to share materials if necessary i.e. alternative reading schemes and supportive material which may be readily available in different departments of the school. Dyslexia Friendly classrooms enable many learning needs to be met, thus empowering all pupils to be the best they can be.

5.7. Evaluation of success of policy

The SENDCo/Head Teacher will be involved in the compilation of an annual report which will be discussed by the governors and then made available to parents. This report will be a brief summary of the main points from the schools SEND policy, particularly noting any changes and saying why they were made and how they will affect the provision in James Brindley. The report will show key features of the policy and include indications of success and areas for improvement.

Themes to be addressed will be:

- Effectiveness, sufficiency, range and appropriateness of provision in the school by its pupils.
- Links with external guidance and support, including relationships with parents and other schools.

The key indicators of success will be the progress made by individual children and the ethos of the school.

- Any positive change in behaviour or attainment
- Reading ages and SATs results
- The school's reputation in the community.
- The effective use of the Code of Practice, movement of children both up and down, within the graduated response model, may cause the reduction in children requiring statements for learning difficulties
- Less SEND identified specifically as ordinary learning needs/differences are dealt with in mainstream settings through a Dyslexia Friendly multi-sensory approach resulting in fewer IEPs being written.

5.8. Arrangements for consideration of complaints

Should parents have cause for complaints, they are invited to make representation to the head teacher in the first instance. The head teacher will review the case and inform the link governor for Special Educational Needs. A written response will be given to any individual complainant and the complainant informed of further action which may be taken.

6. STAFFING POLICIES AND PARTNERSHIPS

6.1. School's arrangement for INSET

- Staff are involved annually in the planning of staff INSET
- Members of staff compile information for newly qualified and new members of staff with regard to school procedures including Special Educational Needs identification and assessment.
- Use is made of the Inclusion and SEN advisory service to give input with regards to inset training on SEND legislation, developments and concerns.

6.2. Links with other services

The school currently makes use of a number of additional services on a regular basis including:

- Speech and Language Therapy service
- Occupational and Physiotherapy services
- Hearing and Visual Impairment services
- School Nurse and Doctor – Walkden Clinic
- Educational Welfare Officer
- Educational Psychology Department
- Children's Services Directorate inclusion consultants

6.3. Links with other schools

The school makes additional arrangements for pupils with SEND when they transfer to high school, ensuring that the pupils' needs are known to the high school SENDCo, and that the pupil and parent feel comfortable about attending the high school. The high school co-ordinator attends the year 6 reviews.

The links within mainstream feeder schools and transfer to other schools need to be as smooth as possible and include relevant information about the transferring child. These links are most beneficial when a child on an EHCP has the need to transfer to special provision. If a primary aged child transfers to primary special provision then strong links are kept with the child and family at the new school.

In promoting inclusive practice, links with special schools have been forged and James Brindley approach their specialist staff regularly for advice and support.

Meetings of SENDCos are also organised by the Children's Services Directorate and benefit greatly the schools involved in transference of knowledge, skills and expertise.

6.4. Every Child Matters

- Every pupil with SEN disability and those having learning differences have an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to:

being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

- These wellbeing outcomes are embraced in every aspect of school life with personalised teaching and learning approaches, including:
 - a Dyslexia Friendly Environment throughout school;
 - access to ICT across the curriculum;
 - flexible learning pathways and out-of-hours learning activities;
 - support for emotional wellbeing;
 - flexible timetables;
 - assessment for learning which engages pupils in having a say about their progress and SEND provision;
 - partnership with parents/carers, other schools, the local community and with personalised 'wraparound' health care and social service providers.