



Special Educational Needs and Disability Policy

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This policy will be reviewed annually in line with SEND Offer.

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

National

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25 (revised January 2015)

Schools SEND Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)

The Early Years Foundation Stage (EYFS) framework

Teachers Standards 2012

Oldham's Local Offer

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/2129/oldhams_local_offer

Links to Other Policies

Supporting Pupils with Medical Conditions Policy

Accessibility Policy and Plan

Behaviour, Safety and Well-being Policy

Safeguarding: Child Protection Policy

Admissions Arrangements

International New Arrivals and EAL Policy

GDPR Statement

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the education and learning settings.

To see it in practice- see the SEND offer (<https://burnleybrow.com/policies/>)

Our Vision

At Burnley Brow all children are valued equally whatever the differences in their abilities or behaviours. We aim to meet individual needs and provide opportunities for children to make good progress. Children should enjoy reaching their goals and have this achievement celebrated. We will work with children, parents, and outside agencies to ensure that special needs are understood and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring, and the use of a relevant and differentiated curriculum will support

children's learning. This will be part of a planned programme of support and monitoring for impact. All children will enjoy and fully participate in the life of the school and make a positive contribution to the school community. As our children grow and develop, we aim for them to become independent and confident to lead their own learning.

Aims and Objectives

We believe that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high expectations and the fulfilment of potential. This should enable them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1).

Definition of SEND and Disability (SEND)

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support (Code of Practice 6.15).

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

Communication and interaction- e.g. speech and language difficulties, autistic spectrum disorder.

Cognition and learning- e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties.

Social, emotional and mental health- e.g. children who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs.

Sensory and/or physical impairment- e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35).

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they will also be covered by the SEND definition (Code of Practice xviii).

Identifying and assessing SEND for children whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND (Code of Practice 6.24).

Roles & Responsibilities

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through high quality teaching/ quality first teaching.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide any changes to provision.
- Provide information, reports or attend review meetings based on the person-centred principles

SENDCo

The SENDCo is responsible for:

- Working with the Head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Having 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 with EHC plans.
- Providing 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.
- Advising on the graduated approach to providing SEND support.
- Evaluate process and practice to improve outcomes.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the Head teacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils up to date.

Head teacher

The Head teacher will:

- Work with the SENDCo and the SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

SEND Governor

The SEND Governor 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 SENDCo and the Head teacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

Monitoring & Evaluating

Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the child, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review will be used (Code of Practice 6.45-6.56).

Transition

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. We are committed to working in partnership with children, families and other providers to ensure that a positive transition occurs for all children, including those with SEND. Links between pre-school providers who transfer children to this school are established through the LA, Foundation Stage staff and SENDCo. The programme of consultation is also well established with the various Secondary Schools. Meetings between the SENDCos from schools of transfer are held in the Summer Term. Where it is felt children would benefit from extra visits, arrangements will be made to meet these needs.

Outside Agencies

School accesses support from local authority services. We work with the Speech and Language Therapy Team (SALT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we think a period of therapy may help them. We get support from Occupational Therapy (OT) for pupils who need assessment for special seating or specific resources to meet their physical disability. If a child needs physiotherapy, we ask for support from the physiotherapy team who may work with the child in or out of school. We also work closely with the Hearing

Impairment Team (HI) and Visual Impairment Team (VI). We also access support from the Educational Psychologist (EP) and the Oldham Quality and Effectiveness Support Team (QEST).

Complaints

If a parent/carer and or class teacher has any concern or complaint about the provision of Special Educational Needs in the school, they should initially contact the SENDCo. The second stage of a concern or complaint is to contact the head teacher. If after consultation with the Head teacher, the concern/complaint has not been resolved, then the complaints procedure will continue to be followed. Copies of this are held in the school office and available on the school website. The Head teacher or Governors may at any of these stages contact the LA for further clarification and advice on any issue that has been raised.