



BRANWOOD  
PREPARATORY  
SCHOOL

## SPECIAL EDUCATIONAL NEEDS

### and DISABILITY POLICY

Version	2	3	4		
	(Version 1 March 2013)				
Policy reviewed on	April 2015	October 2016	May 2018		
Policy Written by	Mrs Boulton (Foundation Co-ordinator)	Mrs Hague (SENCO)	Mr Whittell (Headmaster)		
Policy seen by Head and Governor on  (date / signature)					
Date of Next Review	April 2016	July 2017	July 2019		

**This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.**

## STATEMENT OF INTENT

The staff and proprietors of **Branwood Preparatory School** believe that *we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.*

**Branwood Preparatory School** recognises the importance of helping each and every child to achieve more in a safe environment.



# Special Educational Needs and Disability Policy

## 1.0 Rational

1.1 This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

1.2 At Branwood, we feel that every child is unique and is entitled to quality first teaching and personalised learning.

1.3 Branwood aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

## 2.0 Aim

2.1 Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.

2.2 To ensure that every child experiences success in their learning and achieves to the highest possible standard.

2.3 Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.

2.4 To enable all children to participate in lessons fully and effectively.

2.5 To value and encourage the contribution of all children to the life of the school.

2.6 To work in partnership with parents.

2.6 To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.

2.7 To monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.

2.8 To make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.

### **3.0 Definition**

3.1 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 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. (Taken from 2014 SEN Code of Practice: 0 to 25 Years).

3.2 At Branwood we adhere to the above definition but also consider that SEN is something we believe encompasses all children and relates to personalisation of learning. Everyone is an individual and we all have

our own unique learning needs. Therefore, we look at the needs of all children, whether they be linked to what the 2014 Code of Practice refer to as having a ‘greater difficulty’ or needs that link to gifted children, or those that need specific ‘tweaks’ in order to maximise the learning experience.

## **4.0 The Governing Body**

4.1 The Governing Body is responsible for:

- Ensuring the health and safety of their employees and anyone else on the premises or taking part in school activities. They therefore have a responsibility to ensure that an appropriate Special Educational Needs and Disability Policy is in place.
- Making sure that the Special Educational Needs and Disability Policy is effectively monitored and updated on a yearly basis.
- Ensuring that the school has endeavoured to make reasonable adjustment to support children who need Special Educational Needs is in place.
- To ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.
- To do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- To ensure that Parents are notified of a decision by the school that their child has special educational needs.
- To meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

## **5.0 The Head**

5.1 The Head is responsible for putting the policy into practice. She will:

- Plan an individual tailored school SEND policy with the help of staff, local education and health professionals.
- Plan the schools SEND policy in line with devolved national guidance.

- Liaise between interested parties – school staff, SENCO, parents, governors, the school health service and pupils.
- Ensure that the policy is put into action, with good communication of the policy to everyone.
- Ensure every aspect of the policy is maintained.
- Assess the training and development needs of staff and arrange for them to be met.
- Monitor the policy and how well it is working, including reviewing it yearly.
- Report back to the trustees and governors about the intimate care policy.
- Involve parents as partners in the learning process.
- Participate in TA development programmes
- Determine the pattern of work, timetable and role of the SEN Coordinator
- Deal with queries or complaints from parents
- Liaise with the SENCO
- Liaise with the LEA with respect to policy and enactment
- Become involved in how children with SEN are integrated within school as a whole
- Liaise with external agencies including the Educational Psychology Service and other services.
- Ensure that the legal requirements of current legislation are met within the school
- Keep the Governing Body well informed about SEN within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education
- Ensure the SENCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included

## **6.0 Staff**

6.1 All staff have responsibilities. These include to:

- Provide quality first teaching for all children in their form and to differentiate work accordingly.
- Monitor the progress of the children in their form each half term and identify those that are well below what is expected or those who have not made progress. These children are classed as 'Catch Up' and are entered on to the **SEN Monitoring Referral Form**. This states what the area of concern is and what the teacher intends to do to support the child. The form is kept in the front of the individual's SEN file which is located in the SENCO's filing cabinet in Form 1. These children are closely monitored and targeted by the teacher through targeted work.

- Each child has a 'target rocket' which is stuck to their desk so their targets are visible and accessible all the time.
- If the child makes no progress or is still below expected levels after 5/6 week then a decision will be made, in conjunction with the SENCO, about whether the child needs to go on the SEN register at the level of School Action (wave 3) and an **Individual Provision Map** is completed highlighting the provision strategies to be used to support this child. If the child is in KG1 or 2 then a play plan is written and reviewed every 6 weeks. The form teacher is to share this Individual Provision Map with the child's parents.
- If the form teacher has concerns regarding a child in another area which is not academic, such as sensory, behaviour or communication, then a **SEN Monitoring Referral Form** should be completed and the issue discussed with the SENCO. The SENCO is responsible, with support from the form teacher and Head, in deciding whether an **Individual Provision Map** is to be written.

## **7.0 SENCO**

7.1 The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Monitoring data to identify SEN children and report back to the Head throughout the year during informal meetings every term.
- Supporting all staff with their concerns regarding each child.
- Co-ordinating the provision which is provided with in the school.
- Planning interventions to be used in school.
- Attending courses to keep skills and knowledge up to date.
- Providing in-service training for members of staff to keep them up to date
- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
- Overseeing the records of all children with Special Educational Needs.
- Ensuring that all staff are clear of each wave in SEN within the school. (See table below for further explanation)
  - Wave 1 is for all pupils in the school
  - Wave 2 is for those children who are catching up.
  - Wave 3 is for those who are School Action, School Action plus or have Education and Health Care Plans.
  - Children who are gifted and talented are wave 1 or 2.
- Keeping a record of those children who are on the **Class Analysis Sheet** (catch up wave 2) and discussing their progress with their form teacher half termly.

- To ensure that if a child is entered on the Form Analysis sheet and is still making no progress then the child becomes 'School Action' (wave 3) and is added to the SEN list and provision is mapped on the School Provision Map Overview. If a child's need is not academic then a **SEN Monitoring Referral Form** is completed by the Form Teacher and given to the SENCO. If the SENCO feels that the concern is a Safeguarding issue then the Head mistress is informed and a Cause for Concern Form is completed.
- Ensuring that those children who need School Action (wave 3), i.e. they receive additional support in class and/or in intervention groups, have an **Individual Provision Map**. This is to be written alongside the form teacher and then is to be shared with parents. The SENCO is to place a signed copy of this in the Form's SEN file and the school's SEN file.
- Ensuring that those children who need School Action Plus, i.e. where outside agencies are consulted and support the school in allocating resources, have an **Individual Provision Map**. This is to be written alongside the form teacher and then is to be shared with parents. The SENCO is to place a signed copy of this in the Form's SEN file and the school's SEN file.
- Ensuring that those children who need Education and Health Care Plans (EHCs), i.e. a child receives specific support in class funded by the LA, have an **Individual Provision Map**. This is to be written alongside the form teacher and then is to be shared with parents. The SENCO is to place a signed copy of this in the Form's SEN file and the school's SEN file.
- Ensuring that the children who are gifted and talented (wave 1 or 2) have sufficient resources used by their form teacher or support teaching assistant in order to fulfil their needs.
- Ensuring that all children who are on the SEN register or on the Form's Analysis sheet have sufficient resources to be used by their form teacher in order for them to make sufficient progress.
- Ensuring that Individual Provision Maps are completed with targets which are SMART (Specific, Measurable, Achievable, Realistic, Timed) and highlighted showing all the provision being used in school. Should extra support be needed then the SENCO will source this.
- Ensuring that Individual Provision Maps should be continually kept under review as a working document and should be shared with Parents, Teachers and Support Teaching Assistants who will be working with the child. They are reviewed every term with the child and Parents if possible. The new Individual Provision Maps are signed by the Parent and SENCO then a copy given to them within a week. A copy of the amended and evaluated Individual Provision Map is given to the SENCO along with a copy of the updated Individual Provision Map within a week of the review taking place. An electronic copy of the Individual Provision Map is stored in 'Shared Document' – SPECIAL NEEDS - IEPs – in the child's file.
- In EYFS a play plan will be written which replaces the Individual Provision Map. This is reviewed every 6 weeks.
- To keep a SEN file and update it half termly or more often if required.

- Update each child's individual SEN file each half term and monitor and update 'rocket targets'.
- To consider a child moving to an **EHCP (Education, Health and Care Plan)** If children fail to make progress, in spite of high quality, targeted support School Action or School Action plus, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:
  - 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 the child may at some point benefit from special school provision.
- If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

## **7.2 SENCO Students Provisions**

- Students are catered for in terms of Waves, expectations are set and an understanding of what ALL students should be able to do should clearly be outlined. Differentiation is necessary at this stage which is known as Wave 1.
- Wave 2: Students should be put onto this wave when they are not progressing at the pace of their peers, extra work will be given at this stage.
- Wave 3: At this point parents will be invited into school to discuss their child's progress and any concerns. Students will also attend this meeting to share their ideas. An Education and Health Care Plan will be written and agreed at this stage. Where it is not practicable to have a meeting with parents, for example those based overseas or work commitments, a telephone consultation will take place and the plan will be sent home in the post unless otherwise requested.

Differentiation (Wave 1)	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations at half term then they become 'Catch Up'.
Catch Up	Those that are under achieving but will make progress with some provision in/out class. They are entered on to the <b>Analysis Sheet</b> . If the



(Wave 2)	child still makes no progress then the child becomes 'School Action' and is added to the SEN list. If the need is different from academic, then a <b>Cause for Concern Referral Form</b> is completed and given to the SENCO.
Extra Provision to be made (Wave 3)	A child receives additional support in class and/or in intervention groups. A provision map completed or an EHCP may be written.
External Support (Wave 4)	Outside agencies are consulted and support the school.
Additional in class Provision (Wave 5)	A child receives specific support in class to be discussed between the Head Teacher, Parents, Child and SENCO.

### 7.3 SENCO External Support

The school's Educational Psychologist and any other assessing professionals should be involved in considering whether and how to proceed.

The triggers for External Support

- Continues to make little or no progress in specific areas over a long period.
- Continues working at Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's 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 by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at earlier stages have had little or no impact on learning or progress.

## **8.0 Pupils**

8.1 Pupils have a responsibility to:

- Speak to their form teacher if they have a concern of their own
- Treat all children in the school equally.
- To tell their parents if they have a concern in school.
- To be honest about what they are good at in school and what they find difficult.
- To help their form teacher and the SENCO to write targets for their provision map which are Specific, Measurable, Achievable, Realistic and Timed.

## **9.0 Parents**

9.1 Parents have a responsibility to:

- Sign and return their child's Individual Provision Map.
- To liaise their child's form teacher regarding any appointments that their child may be attending outside of school.
- To attend meetings with their child's form teacher and/or SENCO should the need arise.
- To inform their child's form teacher should they have any concerns regarding their child.

## **10.0 Record Keeping**

10.1 Quarterly, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.

10.2 Termly review and re write the Individual Provision Maps with Form teacher.

10.3 At the start of each, verbally discuss those children on the SEN register with each form teacher. The SENCO is required to keep a school SEN file. The SENCO is to review this file half termly or more if necessary. The school SEN file is to include a school SEN register, individual provision maps and SEN monitoring referral forms as well as any documentation from external agencies or parents. The Form teacher is to keep a copy of the relevant children's IMP's in class, with an updated 'target rocket' and this reviewed by the SENCO at the start and end of each term. This file should include a list of children at each stage of the SEN register, **an Analysis Sheet of those at Catch Up**, a section for each child's Provision Map.

10.4 Every 6 weeks review the EYFS play plans

10.5 Weekly discuss progress of every child on the SEN register. As we are a small school with weekly staff meetings, SEN's are usually identified quickly. We have internal assessments for Dyslexia and work closely with Educational Psychologists when internal assessments are not possible.

### **11.0 Links to other policies**

11.1 All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to safeguarding, behaviour, anti-bullying, medical and curriculum policies

<b>Version</b>	<b>Date of Review</b>	<b>Reviewer</b>	<b>Changes made</b>
2	March 2015	Mrs Boulton	Change to the lay out of the policy. Changes to the way SEND is recorded due to guidance changes.
3	October 2016	Mrs Hague	Changes to class SEN and inclusion file data and the layout of the policy. IMP'S and Referral Forms updated and policy reflects this. Statement of intent written and included.
4	May 2018	Mr Whittell	Headmistress changed to Head.