

# THE BROOKFIELD SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014. A child or you person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Responsibility for the coordination of SEN provision**

The person responsible for overseeing the provision for children with SEN is the Head Teacher.

**Contact details:** dgaston@brookfield.hereford.sch.uk or 01432 265153.

The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Kirsty Baker (SENCo).

**Contact details:** kbaker@brookfield.hereford.sch.uk or 01432 265153.

The governor with responsibility for SEN is Mrs June Poole.

**Contact details:** admin@brookfield.hereford.sch.uk or 01432 265153.

### **Compliance:**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN 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 Sept 2013
- Child Protection Policy
- Accessibility Plan

### **The Brookfield School's vision**

- To provide a safe, happy and caring environment in which all individuals are valued
- To develop a culture of positive role models where difference is embraced, understood and respected

## **Personal**

- To create opportunities and an environment where pupils have a desire for learning and develop a thirst for knowledge and curiosity
- To recognise all achievement and that each pupil makes a unique contribution to the life of our small school
- To understand the needs of each pupil so they are challenged in order to fulfil their potential.
- To develop relevant knowledge, skills, practical abilities and self-confidence by tailoring teaching and learning to the needs of the child.

## **Curriculum**

- To provide a rich and varied curriculum, within a clear framework, so as to inspire and challenge each child to attain as highly as possible in both academic and non-academic skills
- To provide a clear curriculum framework for each child, to monitor his/her achievement within that framework and ensure the child and parents/carers know what the next steps are
- To deploy resources effectively in order to meet the needs of the curriculum

## **Community**

- To ensure good communication between home and school so that parents/carers can share in their child's learning and achievement
- To build solid foundations for citizenship and skills for life so that our children are prepared for the world beyond our school and they are ready for future development

## **The SEN Aims of the School**

- To ensure the SEND Code of Practice and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff as appropriate
- To provide specific input and support, matched to individual needs, in addition to differentiated classroom provision, for those pupils requiring it
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area or beyond
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To involve the children themselves in planning and in any decision making that affects them

## **The Inclusion aims of the School**

At The Brookfield School we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families through:

- fostering a climate that supports flexible and creative responses to individual needs

- recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring
- ensuring that all school developments and policies take account of inclusive principles
- ensuring that the admission of pupils with SEND is handled positively and sensitively. All parents/carers and children should be made welcome
- ensuring that appropriate assessment and support arrangements are in place (including appropriately trained staff) both within the school and from external agencies, so that children's needs are properly addressed
- working collaboratively with Local Authority (LA) officers and other agencies to identify any existing barriers to inclusion and consider how these may best be overcome
- recognising that inclusion is the responsibility of all school staff who must be consulted and involved in developments re: the inclusivity of a child
- enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice

### **Rationale and Objectives of Policy:**

At The Brookfield School we are committed to providing an appropriate and high quality education to all children admitted to the school. We believe that all children, including those identified as having special educational needs, have a common entitlement to access a broad and balanced academic and social curriculum 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 all children can flourish and feel safe.

At The Brookfield School we are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community, belonging and offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We aim to prevent children from underachieving or from being segregated.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL) learners with identified special educational needs, such as dyslexia
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties, low levels of emotional / social development or the learning environment in school.

### **Types of SEN**

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties

As a school we observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require

#### **Arrangements for coordinating SEN provision**

1. The SENCo will meet with each class teacher at least each term to discuss additional needs concerns and to review IEPs
2. At other times, the SENCo will be alerted to newly arising concerns through pupil related staff meetings, parental concerns or through advice from local authority personnel, such as consultants or educational psychologists
3. The SENCo will discuss issues arising from staff meetings with the class teacher within one week of concerns being raised
4. Where necessary, reviews will be held more frequently than twice a year for some children
5. Targets arising from Individual Educational Plans (IEPs) meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles
6. The SENCo will monitor curriculum planning for SEN support and also monitor the quality and effectiveness of provision for pupils with SEN through classroom observation (where the SENCo is not the Headteacher, joint observation with the headteacher may be undertaken)
7. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCo, Teaching Assistants (TAs) and teachers throughout the school through the provision map. The provision map is a termly support timetable which is reviewed half termly by the SENCo/ Headteacher in line with current pupil needs
8. Support staff, class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning

#### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

The school uses appropriate screening and assessment tools to ascertain pupil progress for all through:

- Evidence obtained by teacher observation/assessment
- Baseline assessment results.

- Performance in National Curriculum against level descriptors
- Pupil progress in relation to objectives in the revised 2014 National Curriculum
- Standardised screening or assessment tools
- Observations of behavioural, emotional and social development
- Assessments by a specialist service such as Educational Psychology

### **High Quality Teaching and Differentiated Curriculum Provision**

At The Brookfield School, we adopt a “high quality teaching” approach. The key characteristics of high quality teaching are:

- highly focused lesson plans with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and do their best to work independently
- regular use of encouragement and praise to engage and motivate pupils
- ongoing informal and formal assessment

**Monitoring of progress** will be carried out by the class teacher and used to inform future differentiation within whole class planning.

At The Brookfield School we use the definitions of adequate progress as suggested in the revised Code of Practice (2014), that is, progress which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on par with pupils starting from similar baseline but less than most of peers. Equals or improves upon the pupil’s previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupils and parents/carers
- Demonstrates an improvement in self-help or social /personal skills
- Demonstrates an improvement in the child’s behaviour

### **Assessment**

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

An IEP will only record that which is different from or additional to the normal, differentiated curriculum and will focus on 2 or 3 individual targets that closely match the pupil’s needs. IEPs will be discussed with the pupil and parents/carers.

## **Review**

A review of the IEP will be carried out on a termly basis to monitor the child's progress. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents/carers. The class teacher and SENCo, in conjunction with the parents/carers and pupil, will revise the support and targets based on the pupil's progress and make any necessary amendments.

## **Education, Health and Care Plans (EHC Plan)**

Following the statutory assessment, an EHC Plan will be provided by Herefordshire Local Authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Monitoring**

Entry data prior to any form of intervention taking place is recorded and an appropriate date is set for a annual review. The lead person(s) will record significant achievements and difficulties and also share mid-point review data with the SENCo. The SENCo will make adjustments to the provision for a child, if appropriate, and review the final data when intervention ceases. The school will endeavour to hold the reviews in an informal manner, and parents'/carers' views on their child's progress, and any further intervention, will actively be sought. Wherever possible or appropriate, the school will involve pupils in the process.

## **Specialised Provision**

Class sizes are small with a maximum of up to 10 students.

- Full-time education in classes with additional help and support by class teachers/TAs through a differentiated curriculum
- Periods of withdrawal to work with a support teacher or trained TA which are mapped out and timetabled across the academic year
- Development and liaison with external agencies, including support from organisations such as the National Dyslexia Association and CAMHS

All staff have been involved in professional development to support the teaching and provision for children with additional needs within mainstream school.

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

At The Brookfield School we recognise that our pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

## **Allocation of Resources**

Each year we map our provision to show how we allocate resources to each individual. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and that the objectives of the SEN policy are met.

## **Evaluating the success of the School's Inclusion and SEN Policy**

Every year, we analyse and compare the data we have on the percentage of our pupils with very low attainment at the end of their key stage, with the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and fixed exclusions. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- An increase in the percentage of all our students exceeding their targets.
- A reduction in behaviour incidents and exclusions.

## **Complaints procedure**

Our school complaints procedure is outlined in the school prospectus and can be found on the parent page of the school website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

## **The School's Arrangements for SEN and Inclusion In-Service Training**

- The SENCo attends regular cluster meetings to update and revise developments in the area of SEN and Inclusion
- Where there is a requirement to meet a pupil's additional needs or an issue of inclusion the school will set targets to meet those needs and, where appropriate, action points added to the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets
- In-house additional needs and Inclusion training is provided by the SENCo via staff meetings.

All staff are encouraged to extend their own professional development and the head teacher will ensure tailor-made training is provided where appropriate.

## **Links and partnerships with external agencies/organisations.**

At The Brookfield School we recognise the important contribution made by external support services in the identification, assessment and provision for pupils with SEN. For example:

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCo as to the purpose of each visit.

The SENCo liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician/Medical Officer
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Clinical Psychology
- Specialist services within the LA, e.g. visual/hearing impairment, educational psychology

**Parents/carers are always informed if any outside agency is involved.**

### **Arrangements for partnership with parents/carers**

The Brookfield School firmly believes in developing a strong partnership with all parents/carers to enable children to achieve their potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership.

- We consider parents/carers of all our SEN pupils as valued partners in the SEN process. Depending upon age and appropriateness, pupils with SEN will be encouraged to participate in any decision-making affecting them
- At review meetings with parents/carers we will try always to make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these will be specific and achievable and that all parents/carers leave the meeting clear about the action to be taken and the way in which targets will be monitored and reviewed
- Regular communication between our school and home will ensure that concerns are promptly acted upon. Where this does not happen, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue(s), the governing body.

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### **SEN Policy Review**

At The Brookfield School we consider the SEN policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Approved by LGB: 6<sup>th</sup> March 2018-02-18

Review Date: March 2019