



## 1 SCHOOL ARRANGEMENTS

### 1.1 Definition

Skilled teaching staff, delivering high quality learning experiences that are appropriately differentiated and personalised, meet the needs of the majority of the pupils in our school. A minority of pupils require additional special educational provision in order to meet their needs. This provision is provided under Section 21 of the Children and Families Act 2014. A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child may have these needs either throughout, or at any time during, their school career. A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

### 1.2 Aims and objectives

The staff and Governors at Broadway Junior School dedicate themselves to providing a broad, balanced, relevant and differentiated curriculum accessible to all pupils. Learning is at the core of all we do. As a school we aim to create a welcoming, inclusive environment where all children feel valued and strive to better their best. We develop active independent learners equipped with the necessary skills and attitudes to continue on their paths of discovery and contribute positively to the communities in which they find themselves.

We aim to:

- ensure that our curriculum planning, assessment methods and environment are responsive to the individual needs and disabilities of all pupils.
- foster a sense of self-worth, self-confidence and self-awareness, enabling every child to maximise their inherent qualities and develop a positive attitude to life, achieving success.
- identify, assess, record and regularly review pupil's special educational needs and disabilities.
- identify the roles and responsibilities of staff in providing for children's special educational needs.
- encourage parents/carers to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

### 1.3 Categories of Special Educational Need Special educational needs and disabilities

(SEND) fall into four broad areas, but individual students may well have needs which span two or more areas outlined below:

- **Communication and interaction:**
  - o Speech, Language and Communication needs
  - o Autistic Spectrum Disorder including Asperger's and Autism



- **Cognition and Learning:**

- o Learning difficulties
- o Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

- **Social, emotional and mental health:**

- o Behaviour reflecting underlying health difficulties
- o Mental health difficulties (e.g. anxiety, depression)
- o Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder

- **Sensory and/or physical:**

- o Hearing Impairment
- o Visual impairment
- o Physical disability
- o Multi-sensory impairment

## **1.4 Roles and Responsibilities**

Broadway Junior School recognises that provision for students with SEND is a whole school responsibility.

### **1.4.1 Governors**

The governing body of Broadway Junior School, together with the Head teacher, have a legal responsibility for overseeing all aspects of the school, including provision for students with SEND. They determine the school's general policy and approach to provision for pupils with SEND and establish the appropriate staffing and funding arrangements.

They do their best to:

- secure the necessary provision for any pupil identified as having SEND.
- ensure that all teachers are aware of the importance of providing for these children.
- consult with the LEA and other schools, when appropriate.
- report annually to parents on the success of the school's policy for children with SEND.

Mrs C Summers and Mrs A Blakelock are the appointed SEND representative from the governing body. In conjunction with the Head teacher and SENCO, These governors take an active role in the self-review and implementation of the schools SEND provision and the policy implementation across the school.

### **1.4.2 Head teacher**

The Head teacher, Mrs M Acklam, has overall responsibility for the day-to-day management of SEND funding and the provision, following the directives of the governing body. It is her responsibility to work closely with the Special Educational Needs Coordinator, keeping the governing body fully informed of all SEND issues, and to formally request statutory assessment, when it is needed.

### **1.4.3 Special Educational Needs Coordinator (SENCO)**

The SENCO, Mr A Heywood, works closely with all staff, the Head teacher, SEND governor, parents/ carers and outside agencies to ensure the best possible provision for students with SEND.



The SENCO is responsible for:

- managing the day-to-day operation of the schools SEND policy
- co-ordinating the provision for students with SEND
- ensuring the involvement of parents/carers of students with SEND, from an early stage, and liaising with these parents/carers.
- supporting and liaising with staff in identifying children with special needs and disabilities and planning for progress.
- Supporting, liaising with and advising staff on the graduated approach to providing SEND support
- Maintaining the school's SEND register and contributing to and managing the records of all children with SEND
- Advising on the school's delegated budget and other resources to ensure resources and teaching materials are available to meet student's needs effectively
- liaising with other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies and other support agencies, especially the local authority and its support agencies.
- liaising with potential and next providers of education to ensure the student and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with Key Stage staff
- contributing to In-Service staff training and the professional development of teaching assistants
- regularly liaising with the governors' representative

#### **1.4.4 Teaching and Support staff**

Staff at Broadway Junior School plan to provide high quality teaching that supports all children who need help with communication, language, literacy and numeracy. Their teaching develops children's understanding through the use of all available senses and experiences.

They plan for children's full participation in learning, and in physical and practical activities and help children to manage their behaviour and emotions. They confidently implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils.

Class teachers are responsible for working with pupils on a daily basis and closely monitor those involved in interventions away from the main class. Teachers work closely with the SENCO and teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

#### **1.5 Co-ordination and managing provision**

The Head teacher and SENCO meet frequently to discuss SEND issues. The SENCO meets with class teachers to give support and advice.



SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of students with SEND. Special needs provision is an integral part of the School Improvement Plan.

The SENCO oversees the provision using provision mapping and monitors the placement of Teaching Assistant (TA) support throughout the school. These placements are dependent on the Special Needs requirements across the school and may change as the needs of the students change.

The SENCO meets regularly with the TAs to review progress and give advice and there is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by teachers and are encouraged to be involved in the support of their child whenever possible. The SENCO also liaises with parents.

Students with Statements or Education, Health and Care Plans and their parents have an Annual review with the SENCO. This review includes information provided by all other professionals working with the child. Where there is a concern that parents need extra support, the staff refer them to the Family Liaison and Outreach Worker. If the situation becomes more worrying, the CAF/TAC process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

### **1.6 Admissions arrangements**

Broadway Junior School endeavours to be a fully inclusive school. All children are welcome, including those with SEND, in line with the school's agreed admissions policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parents unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **1.7 Specialisms and special facilities**

Students' specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching students with learning difficulties/disabilities and should any specialist advice be required, this will be sought.

The ground floor of the school has disabled access and on this floor disabled toilet facilities are available. Where a child has a disability the SENCO and class teachers make sure that all adults are informed about effective management strategies and that other students are made aware as appropriate.

Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the SEND files. Arrangements are made to allow as much independence as possible, but with support



available as and when necessary (see Health and Safety Policy, Equality Policy and Accessibility Plan).

The SENCO and Governor with responsibility for Special Educational Needs and Disabilities liaise regularly to discuss provision within the school for all students with SEND.

### **1.8 Specialist training among staff**

Staff training is undertaken in various aspects of SEND according to the needs of the students. This ensures the provision made and support given to students is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

## **2 IDENTIFICATION, ASSESSMENT AND PROVISION**

### **2.1 Allocation of resources**

#### **All schools receive funding for students with SEND in three main ways:**

The base budget covers teaching and curriculum expenses as well as the cost of the SENCO. The national SEND budget covers the additional educational support required. Specific funds may be allocated to students with Statements or Education, Health and Care Plans.

Broadway Junior School, as part of normal budget planning, has a strategic approach to using resources to support the progress of students with SEND. Broadway provides additional support up to the nationally prescribed threshold per student per year. Where the cost of special educational provision required to meet the needs of an individual student exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

The Head teacher informs the governing body of how the funding allocated to support SEND has been employed and the Head teacher, SENCO and parents, where appropriate, meet to agree on how to use funds directly allocated to individual pupils.

### **2.2 Identification, assessment and review**

The progress of all students is assessed by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with students are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Head teacher and SENCO consider all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCO, who may then involve other professionals from outside the school.



The information gathering will include an early discussion with the students and their parents. Broadway Junior School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the identified child's parents.

When a child is identified as needing SEND support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014).

The LA SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping.

A register of students with SEND is kept as a legal requirement. Criteria for identifying SEND may include:

- a child's early history and/or parental concern
- low entry profile
- a students' lack of progress despite receiving a differentiated curriculum
- low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems

The SENCO and teachers, together with specialists, and involving the pupil and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's progress.

Outcomes are agreed and progress reviewed up to three times a year. Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the Local Authority (LA). The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of students with SEND support are held regularly. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the student.

### **2.3 Supporting students with medical conditions and needs**

Where students with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan.



Broadway Junior School has regard for the statutory guidance on supporting pupils at school with medical conditions (DfE, 2014). See the Supporting Students with Medical Conditions Policy.

## **2.4 Curriculum access and inclusion**

Broadway Junior School believes all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring success and achievement.

This is achieved through its:

- inclusive ethos, recognising that pupils have different educational and behavioural needs and aspirations
- broad and balanced curriculum that utilises a range of teaching strategies and resources
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all students
- monitoring of progress and assessment that informs the next stages of learning
- close liaison with parents

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **2.5 Evaluating success.**

Parents/carers, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- monitoring of classroom practice and high quality teaching by the senior leadership team, SENCO, team leaders and teachers
- analysis of student tracking data and test results – for individual students - for cohorts
- analysis of student tracking data and test results to monitor the effectiveness and value of all SEND interventions, ensuring they are accurately and appropriately targeted
- the ability of school staff to confidently and accurately identify children with SEND at an early stage
- the outcomes of up-skilling support staff in specific areas of SEND provision, raising their competence levels as well as their confidence and independence.
- value-added data for students on the SEND register
- the percentage of SEN children at the end of KS2 who make 2 levels of progress/ equivalent whatever the starting point at the end of KS1
- monitoring the quality and outcomes of review meetings
- monitoring the opinions and views of pupils with SEND in our school, and their parents or carers
- monitoring of procedures and practice by the SEND governor



- school self-evaluation
- the School Improvement Plan

## **2.6 Complaints procedures**

The school works to develop good, positive relationships with parents and carers but if a parent or carer is unhappy or concerned about the SEND provision for their child, initial contact should be made with the class teacher.

A meeting is then arranged, which may include the SENCO and/or Head teacher. The views and concerns of the parent or carer are listened to and discussed and consideration is given to the points raised.

The involvement of the Head teacher is offered where necessary. In the event of a formal complaint concerning SEND provision, parents/carers are advised to contact the Head teacher directly.

Parents may also contact the Governing Body. The governing body has adopted and follows the Local Authorities complaints procedure, which includes complaints about SEND provision made at the school. See Complaints Policy for further information.

## **3.1 Partnership with parents**

We are open about the arrangements made for children with Special Educational Needs and Disabilities in our school and the governors' annual report to parents contains an evaluation of the policy in action.

Broadway Junior School believes that good communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling students with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with teachers or the SENCO at a mutually agreed time during, before or after school.

There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Meetings and Special Needs Review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.

Parents are informed of any intervention their child is taking part in, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information is available for parents of students with learning difficulties/disabilities in school.

Parents have right of access to records concerning their child.



### **3.2 The voice of the child**

All pupils are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education.

At Broadway Junior School we encourage students to participate in their learning by being present for at least part of their review meetings, depending on their level of maturity. This affords them the opportunity to share their wishes and feelings with their family and staff. Their views can be represented through use of a personalised pupil profile.

Review meetings can be a difficult time for some students, so it is important to recognise success and achievements as part of the process, as well as addressing any difficulties.

Students are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

### **3.3 Links with other agencies, organisations and support services**

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Head teacher or SENCO, and with the full agreement of parents. The role of these external agencies is broad, varied and crucial in providing for children with SEND. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCO holds contact addresses and request forms for a multitude of agencies and support services.

SEN Plan meetings take place once a term and are a forum for advice and support from the school's Educational Psychologist. The agenda for the meeting is set by the SENCO and guided by the issues arising from the class teachers

### **3.4 Transfer arrangements**

The SENCO and staff liaise over the external transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class or setting before transfer. For students with SEND, when joining or leaving our school, we can offer a programme of extended transition including 1:1 visits and an extended transition period.

If the pupil is joining our school, representatives from Broadway Junior School visit to talk with the pupil concerned. In all cases the SENCO and class teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff.

At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. Where this transfer is to another primary school, relevant records are passed on to the receiving school within the 14 day statutory period.



For pupils in year 6 transitioning to a Key Stage 3 school, all relevant records are passed on to the receiving school and where appropriate, direct contact is made with the receiving school's SENCO and/or the teacher responsible for pastoral care.

For pupils in year 6 transitioning to a Key Stage 3 school with Statements or Education, Health and Care Plans, there can be a special transition meeting, which the Educational Psychologist can attend in addition to the pupil's parents and the SENCO/transition manager from the transition school.

### **3.5 Staff development**

The school is committed to gaining further expertise in the area of Special Needs education and the school releases the SENCO, teaching staff and support staff to attend appropriate courses in addition to internal training that utilises the skills and strengths of other staff.

Current training includes school-based whole school INSET, training sessions for teachers and TAs, SENCO and TA group meetings, attendance at borough meetings and the reading and discussion of documents on SEND.

Individual staff development is provided by various local authority partner schools. Staff meetings are arranged to respond to the particular needs of the school. Arrangements for the induction of NQTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

### **4 Monitoring and Review**

This policy was re-written in accordance with the new SEND Code of Practice in September 2015 and was agreed by Governors. This policy will be updated in line with new initiatives together with any development of school processes and will be monitored by the SEND Governor, currently Mrs C Summers and Mrs A Blakelock. The policy has been reviewed and updated January 2016.

Andrew Heywood