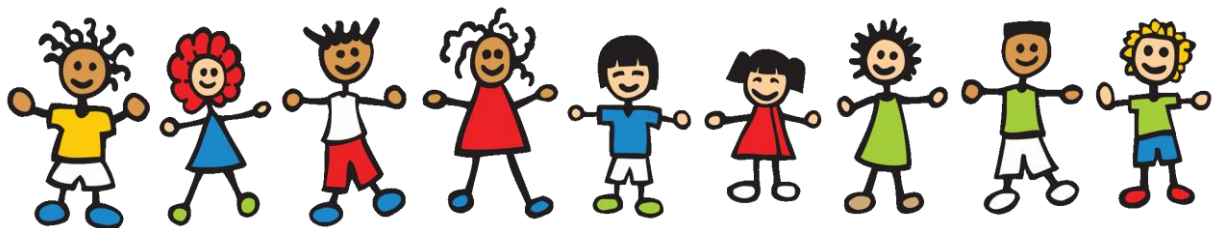




SEND Policy

Special Educational Needs & Disability Policy



Definition of Special Educational Needs:

A child or young 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.

At Bruce Grove Primary we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- ◆ Communication and Interaction
- ◆ Cognition and Learning
- ◆ Social, Emotional and Mental Health difficulties
- ◆ Sensory/Physical Needs

This policy aims to address the needs of these pupils.

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEN as early as possible.
- All procedures for identifying children with SEN are known and understood by everyone.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEN.
- Records relating to SEN follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEN through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- There is adequate resourcing for SEN.

The name of the school's SENCo: Marisa Etienne

Roles and Responsibilities:

Bruce Grove Primary School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEN are designated in the following way:

Head teacher:

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, SENCo, support services, parents and pupils.
- To report to governors on the needs of the children with SEND in their care.

- To delegate the organisation of review meetings to the SENCo.
- To ensure that the needs of children with SEND are met within the school.

SENCo:

- To play a key role in delivering the strategic development of the SEN policy and provision.
- To oversee the day-to-day operation of the school's SEN policy.
- To regularly update the Equality Impact Assessment Action Plan, which also incorporates our Accessibility Plan
- To publish a SEN information report explaining the arrangements and support for the admission of disabled children and children with SEN
- To monitor the needs of SEN and more able children together with the wider curriculum leads and Deputy Head.
- To assist with and advise on, the teaching and assessment of children with SEN, monitoring provision at Wave 1.
- To organise annual reviews.
- To ensure the targets for children with Learning Passports are reviewed regularly.
- To ensure that provision for pupils with SEN is mapped.
- To ensure that the impact of SEN interventions is assessed for each pupil
- To meet regularly with the Deputy teacher to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEN profile & provision map is updated regularly.
- To lead the annual review of the Special Educational Needs Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head teacher.
- To work in conjunction with the class teachers.
- To manage any 1-1 teachers
- To lead INSET on SEN in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on SEN and appropriate related external courses.

Class teachers:

- To ensure lessons are adapted to promote independent learning - the quality of teaching and learning within the class is key to ensuring that children with SEN make progress.
- To seek advice with planning as and when needed.
- To monitor SEN targets for all children on the SEN Support profile, reviewing them regularly.
- To track progress for all children with SEN having sufficiently high expectations.
- To consider carefully the way Teaching assistants are deployed - ensuring that groups of SEN pupils receive as much, if not more, teacher time.
- To give Teaching Assistants access to teacher's planning and annotating clearly how they will be supporting children in each lesson. (This must be done sufficiently in advance for this to enable the TA to come well prepared to the lesson).
- To identify the Special Educational Needs of individual children in their class using observations during lessons, assessment through standardised tests and

feedback from TAs working in interventions with the child.

- To ensure interventions such as the RML Box and 5 Min Maths Box happen daily
- To know which pupils in their class are on the SEN Register and why.
- To keep parents regularly informed of how their child is managing/ not managing in class and what action the teacher is taking.
- To maintain the SEN file for their class, filing all reports from external professionals and targets.
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To attend appropriate INSET and courses.

Teaching Assistants:

Under the guidance of the class teacher / Subject Leader / SENCo to:

- Carry out activities and learning programmes planned by the class teacher/ Subject Leader/SENCo / outside professionals (SLT/ET/OT/CAMHS).
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To strive to enable independent learning for all children with SEN through effective questioning and support strategies
- To have suitably high expectations of pupils with SEN.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEN policy.

Governors:

- A named governor to have responsibility for the implementation of the SEN policy.
- To be fully involved in developing and monitoring the SEN policy.
- To have up to date knowledge about the school's SEN provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEN provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEN policy.
- To ensure the quality of SEN provision is continually monitored
- To ensure the SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher, Senco and staff
- To report annually to parents on the implementation of the SEN policy and any changes during the school last year.

Arrangements for Identification of Special Educational Needs:

When a class teacher identifies a child with a difficulty they should inform the SENCo using the appropriate referral form (Educational / Pastoral). This concern can also be raised in Pupil Progress meetings. If a class teacher has concern about a child these concerns will be discussed in the first instance with the SENCo, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant.

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENCo about whether the child needs to go on the SEN profile at the level of **SEN Support**. Once on the profile, the SENCo will then ask the parents of the child to come in to discuss the needs and proposed provision. Children at this stage should be offered extra support from within the school's resources and this will be recorded on a provision map.

The triggers for being placed on the profile at SEN Support are that a child:

- 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 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 ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at AEN have had little or no impact on learning or progress.

Special Educational Needs and Outside Services:

The school's Educational Psychologist and any other assessing professionals, for example CAMHS may also be involved for a child to be placed on the profile as SEN Support. At this stage external support services will require access to pupil's records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessment and advice and possibly work directly with the pupil. Parental consent will be sought for any additional information or involvement of outside professionals.

External support services, both those provided by the LEA and by outside agencies, will usually see the child, and advice may be given to teachers for strategies to implement in class or with support.

Progression to Statutory Assessment leading to An Education, Health and Care Plan:

If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCo completes an application for Statutory Assessment by the Authority. This case is then present to the SEN Panel, where a decision will be made, whether to proceed with the Statutory Assessment.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and targets.

If the Panel agrees to proceed with Statutory Assessment the SENCo prepares further documentation about the child, which is sent to Haringey SEN Panel where, in consideration with similar documents from other involved professionals, An Education, Health and Care Plan is completed.

A Graduated Approach to SEN:

Action	Who is involved?	What is involved?	Next steps:
Adaptations	The class teacher is responsible for adapting work for all the pupils	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, after observations in a variety of contexts the teacher has concerns that the child is not making progress, they will alert the SENCo of the concern.
Initial Concern	The class teacher will complete an initial concern form and with the SENCo will place children on the cause for concern list.	Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant.	If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENCo about whether the child needs to go on the SEN profile at the level of SEN Support where the child's progress and needs are monitored closely by the SENCo.
SEN Support	The child is placed on the profile at SEN Support. Parents/carers are informed. The SENCO may also need to request advice from external agencies. Any guidance/ advice given, is put into a plan through the provision map, enabled by the teacher involved where appropriate. Other resources (e.g Learning Mentor, TA time) needed are allocated by the Inclusion Leader.	Appropriate interventions are identified and Parents/carers are informed. Suggestions for support at home are considered with the parents/carers and targets are reviewed regularly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment or Education, Health and Care Plan.
Education, Health and Care Plan.	External Professionals along with the SENCo will review detailed assessments completed and discuss profile of child.	For significant or more complex needs the SENCo will complete all necessary paperwork for an EHC.	If approved by Haringey SEN Panel, An Education, Health and Care Plan may be issued.

Annual Reviews of Education Health and Care Plans

If a child has An Education, Health and Care Plan this must be reviewed annually. The Annual Review will be chaired by the SENCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child, for example the

Speech Therapist. If there are concerns about the progress or behaviour of a pupil with an EHCP, then an Annual Review can be held at anytime during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the EHCP. In the unfortunate event of a pupil with an EHCP facing Permanent Exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

Transitions:

To support pupils with a SEN Support Profile, transitioning to secondary schools, the SENCo will liaise with the various receiving schools. This will include inviting the SENCO from the Secondary schools to Y6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools. This will also include specialist provision in the case of some pupils with EHCP's.

Inclusion

Bruce Grove Primary promotes equal opportunities. All pupils, regardless of race, gender or ability, have the opportunity to extend their skills across the curriculum and experience success. Staff ensure that children with specific needs and/ or talents, and those for whom English is an additional language, can access and make progress in their learning, ensuring tasks are suitable and classroom resources and support is effectively deployed. We have high expectations of all our children and encourage them to reach their full potential. Our children come from diverse social and cultural backgrounds and we use their experiences to enrich the experiences of all pupils. Our children are entitled to a curriculum that reflects and values the life and history of all people, especially those represented in the local community

Extension & Enrichment

Bruce Grove Primary aims to ensure all its pupils have every opportunity to achieve their full potential.

We use a range of strategies to identify our gifted & talented pupils. Each child's pre-school record gives details of achievements and interests in particular areas. Initial assessments carried out in reception provide teachers with information about children's developing skills and aptitudes across several areas of learning. As the children progress through the school, we test them regularly to ensure they are making the progress that we are expecting.

The Extension & Enrichment Lead guides and supports colleagues in the implementation of the gifted and talented strand, and monitors and evaluates progress within the school. Teachers make provision for gifted and talented pupils by identifying pupils, setting targets, planning an adapted curriculum and monitoring progress. The E&E lead also provides enrichment or extension activities to promote their skills and talents still further.

EAL

Newly arrived pupils with English as an additional language form a high percentage of Bruce Grove Primary's intake therefore, provisions for their needs are systematically planned for in order to enable them to access the curriculum. An initial assessment takes place within 2 weeks of admission. Once assessed, pupils that are new to English and/or schooling are either directed to discrete immersion classes or supported within class where they are introduced to the fundamental stages of English learning. Various interventions are also used to support English acquisition.

In Early Years, Key Stage 1 and Key Stage 2 all staff are alerted to the arrival of pupils with particular language needs. Teachers are then able to plan appropriately. The key to success in meeting the needs of newly-arrived EAL learners is to enable curriculum access and create the ideal conditions for learning. At Bruce Grove, we aim to provide

an environment where pupils feel safe and valued and can experience a sense of belonging.

Pupils learning English as an additional language can be deemed more vulnerable therefore parents/carers are encouraged to participate in a supportive role for the first half hour of the school day to aid a smooth transition and integrate their children into the life of the school in a holistic way.

Monitoring & Assessment

Bruce Grove Primary is aware of the need to monitor children's work and teachers' planning and teaching, hence the school continues to develop effective, comprehensive but manageable procedures to do this. It is a continuous process carried out by the curriculum leaders who examine how effectively each subject is being taught across the school.

Teachers are responsible for ensuring the standard of children's work and the quality of teaching. Curriculum leaders are responsible for, supporting colleagues in developing the teaching and learning of each subject throughout the school, through shared planning and team teaching as well as lesson observations and demonstrations; ensuring an adequate provision of resources to enable the delivery of the curriculum; informing staff about current developments in the subject and providing training and development opportunities, both in-house and through local and specialist consultants. Assessment is carried out in order to monitor children's progress, diagnosing and supporting pupil's needs and to provide a framework for future planning. Informal assessments take place in the classroom, through discussion with the children and observing the ability of the pupil to transfer and apply skills. More formally, curriculum leaders keep an overview of continuity and progression throughout the school by scrutiny of work samples, planning, teaching and displays and by carrying out pupil interviews.

Curriculum leaders then regularly report to the Head Teacher, Senior Leadership Team and Governing Body about the quality of standards and policies are regularly reviewed

Resources

At Bruce Grove Primary, curriculum leaders are continually adding to and developing a range of resources for learning and teaching for both pupils and teachers. These are organised and stored in unit boxes in central areas of all key stages. Examples of good work are also collected and displayed in corridors and can be used in the classroom. The resources available are used as stimuli to enhance understanding and as vehicles for discussion across all areas of the curriculum. The use of ICT is promoted strongly at all key stages and is used to support all areas of the curriculum. As well as an ICT Suite with internet access and a mobile laptop trolley with 15 units, Bruce Grove has a large number of classroom Chrome Books and a set of iPads. Children also use Google Classroom and have opportunities to use digital cameras, recording and sensing equipment in various subject areas. Furthermore, Bruce Grove has a blanket Wi-Fi network (Ruckus) in place. The school also has a fully functioning pupil kitchen for which each class has a fortnightly timetabled session.

Parent Liaison

The primary role of the Parent Liaison Lead at Bruce Grove Primary School is to empower parents to become active participants in the education of their children. It is a strong part of the ethos of our school and we strongly believe that parental involvement promotes success.

We aim to facilitate parent-school communication, encourage parent involvement within the school and to foster trust between parents and the school. Parents are

welcomed into their children's classes each morning so that pupils can share their learning and parents can support their children.

Our parent council meet once a term to discuss new initiatives and to suggest ways to improve the parent / school partnership to improve pupil learning. As a school, we offer parents pre-entry ESOL, stay and play for under-fives, drop in discussion and cooking, cooking on budget and baby group sessions. We also show appreciation to all cultures in various ways, including through international evenings where parents and children have opportunities to share food from their country of origin with others and also talk about their culture.

Contribution to Children's Spiritual, Moral, Social and Cultural Development

The understanding, appreciation and enjoyment of Bruce Grove Primary's curriculum have the power to enrich our pupils' personal and public lives.

Through our curriculum, we aim to:

- Fuel pupils' imagination and curiosity and help pupils appreciate the natural and man-made world around them in relation to its creativity and beauty
- Expose pupils to varying cultures and traditions so that they develop an understanding of how different beliefs and attitudes have shaped past societies in their own community and wider world
- Prepare pupils to play active roles as citizens and to become aware of differences between people and respect these.

We aim to give our pupils opportunities to:

- Reflect on how past societies were organised and compare and contrast how society is organised today
- Reflect on, not only what motivated people to do things in the past, but also what motivates people to do things today, through current topical issues which are included as appropriate.
- Identify problems and solutions
- Understand their role and other people's roles in the local community and around the world
- Work cooperatively as well as independently

The range of cultural backgrounds of the children in our school and the wider community is celebrated and used as a resource.

Bruce Grove Primary promotes:

- Self-understanding and character building
- Fairness and empathy
- Co-operation skills and collaborative learning
- Confidence, self-esteem and expression
- Democracy and tolerance

Our curriculum provides the foundation for:

- A healthy lifestyle (through health, nutrition, hygiene and sex and relationships education)
- A safer lifestyle (particularly when using the Internet)
- Participating in a democratic society.

Now more than ever, ICT is used in all areas of society and to be able to use this Digital literacy confidently and responsibly is crucial to any pupil leaving school. Therefore we aim to provide a solid grounding from which they can extend, develop and enhance their skills and knowledge in the future.

Policy Review:

The school considers 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.

Marisa Etienne
September 2024

**SEN Initial Concern Form**

(Please complete this form with as much detail as possible)

Name of Pupil _____ Class _____ DoB _____

1. Please tick which area(s) of SEN is/are of concern for this pupil

- ☐ Cognition and Learning
- ☐ Behavioural, Emotional and Social Development
- ☐ Communication and Interaction
- ☐ Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.**3. Briefly explain how you have differentiated the work for this pupil.****4. Please detail any other factors which might be relevant i.e. recent conversations with parents.**

Action taken by SENCo

Appendix 2



Pastoral Support Form

Name :
DOB:
Class Teacher:
Person making referral:
Date of referral:
SEN Support/ EHC Plan / EAL.

Reason for referral					
Attendance		Bereavement		Racism	
Motivation		Fighting		Inattentive	
Bullying		Worries		Hyperactive	
Swearing		Stress		Self esteem	
Divorce		Friendships		Social Skills	
Lying		Stealing		Destruction of property.	
Personal hygiene		Perfectionism		Anger management	
Behaviour		Exclusion		Parental request	
CIC		Depression		External request	
Withdrawn		Parental absence		Oppositional behaviour.	
Punctuality					

General comments about behaviour:

Background comments: (please include any family concerns, new to school etc...)

Strategies/Interventions already tried

Call home / meeting with parents		Reflection	
Incentives (merits/ charts)		Time out of class	
Discussion with child		Referral for Counselling	
Learning Mentor Support		Cause for Concern	

