




**Broxbourne CE Primary School, EYFS & Extended Schools
(Voluntary Aided)**

Special Educational Needs and Disability (SEND) Policy

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Signed Chair of Governors:	

Dream, Believe and Achieve with God

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1. Introduction

Broxbourne CE Primary School is an inclusive school that welcomes and values the different experiences, cultures, talents, interests, capabilities and strengths of each child.

All staff have high expectations of all children and provide quality first teaching; differentiated learning opportunities and appropriate levels of support. Children identified as having special educational needs will receive the support and provision that is required to help them achieve the best possible educational, social and emotional outcome for their future.

SEND team: SENCo is Mrs Niki Rogers

Deputy SENCo is Lauren O'Dowd

SEN Assistant is Becca Wilson

SEND Governor is Jerry Grieg-Hunt

2. Our objectives

We aim to provide all children with strategies, enabling them to flourish and have meaningful access to their learning where appropriate through the National Curriculum.

In particular, we aim to:

- meet individual needs within a safe environment of warmth and support in which self-confidence and self-esteem can grow and every child experiences success in their learning and achieves the highest possible standard
- ensure that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give children with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review children's progress and needs
- communicate with pupils with SEND, their parents or carers and involve them in discussions and decisions about support and provision for the child
- work collaboratively with other professionals and support services
- ensure the SEND policy is understood and implemented consistently by all staff and governors

3. Definitions of Special Educational Needs and Disability (SEND)

A child 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 has a learning difficulty or disability if they:

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

(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)

4. Roles and responsibilities of headteacher, SENCo, other staff and governors

Provision for children with special educational needs and disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for children with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

4.1 The Headteacher

The headteacher has responsibility to:

- manage all aspects of the school's work, including provision for SEND children
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for children with SEND
- ensure children with SEND join in school activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- ensure that the progress and attainment of children with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents immediately if the school recommends special educational provision for their child
- report to parents on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

4.2 The Special Educational Needs Co-Ordinator (SENCo)

The special educational needs co-ordinator (SENCo) has a responsibility to:

- oversee the day-to-day operation of this policy
- ensure that an agreed, consistent approach is adopted
- liaise with and advise other staff
- help staff to identify children with SEND

- carry out detailed assessments and observations of children with specific learning problems
- co-ordinate the provision for children with SEND
- support class teachers in devising strategies, Individual Support Plans, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and personnel in the classroom
- liaise closely with parents of children with SEND
- liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintain the school's SEND register and records
- assist in the monitoring and evaluation of progress of children with SEND
- contribute to the in-service training of staff
- ensure that midday supervisors are given any necessary information relating to the supervision of children at lunchtime and supporting them in relation to behaviour management and other issues for particular children
- liaise with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

4.3 Class Teachers

Class teachers are responsible for:

- including children with SEND in the classroom, and for providing an appropriately adapted curriculum
- ensuring that they access all available information and support to make effective educational provision for children with SEND.

4.4 Learning Support Staff / Teaching Assistants

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND
- use the school's procedures for giving feedback to teachers about children's responses to tasks and strategies.
- work alongside the class teacher to support individuals and groups of children.
- As part of their work, some teaching assistants may be required to deliver specific programmes for which they will receive training.

4.5 Governing Body

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any child with SEND
- they have regard to the requirements of the SEND Code of Practice (2015)
- the progress and attainment of children with special educational needs are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they are fully informed about SEND issues
- the quality of SEND provision is regularly monitored.

5. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

6. Arrangements for coordinating SEND provision, including identification, assessment, monitoring and review of child needs and progress.

“High quality provision to meet the needs of children and young people with SEN” (*SEND Code of Practice 2015*).

Special Educational Provision means:

For a child of two or more – special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

In accordance with the SEND Code of Practice (2015), the school has adopted a graduated response to SEND, which is outlined below.

6.1 Identification and monitoring

Class teachers regularly assess and monitor the progress of all children. If a teacher notices that a child is not making adequate progress despite receiving our ordinarily available provision, an initial concern will be recorded. This record will outline the reason for concern, include the teacher's comments and will be shared with parents/carers. The teacher may consult with the SENCo at this stage.

Adequate progress means the child's development:

- closes the existing attainment gaps
- prevents attainment gaps from widening
- matches the progress of peers with similar starting points
- meets or exceeds the child's previous rate of progress
- ensure full access to the curriculum
- shows improvements in self-help, social and personal skills
- demonstrates positive changes in behaviour.

Some specific support may be arranged, such as small group support from an TA or daily phonics/spelling strategies. The class teacher will speak to parents/carers during this stage and explain the strategies being used and why, they may also suggest additional homework tasks to help the parents/carers support their child at home.

The class teacher and SENCo collaboratively review whole-class teaching, additional support, observations, and assessments to identify any barriers to the child's learning. The child is then added to the SEND monitoring list.

6.2 SEND Support

Escalation to SEND Support will be decided by the class teacher in consultation with the SENCo following a period of observation and monitoring, for a child who, despite receiving adapted learning opportunities:

- makes little or no progress in his/her identified area of need
- is working at assessment levels significantly below those designated for his/her chronological age, especially in English and Mathematics
- has persistent emotional and/or behavioural difficulties despite a range of positive behaviour management strategies as outlined in the school behaviour policy
- has sensory and/or physical concerns and continues to make little or no progress despite provision of specialist equipment and resources
- needs a higher level of intervention than that provided by the observation/monitoring stage

The class teacher will review the initial concerns with the child's parents/carers. At this stage, an Individual Support Plan (ISP) will be created alongside the child and their parents/carers. Once a child has an ISP the child will be added to the SEND register and recorded as receiving SEN Support in line with the SEN Code of Practice (2015). Strategies will be recorded and monitored to evaluate progress. This is a four-part cycle known as the graduated approach – Assess, Plan, Do, Review.

Progress will be reviewed at least once a term with the class teacher and parents/carers. We also ask children for their views on their progress, their goals and what they find difficult. When the review takes place the class teacher and SENCo will evaluate the current targets and create new ones where applicable.

At this stage external agencies may not be involved directly, except for occasional support for training. This might also include more regular support from education or health professionals, depending on the need of the child.

School based provision may include a combination of:

- different learning materials
- special equipment
- use of IT
- group or individual support
- support from curriculum planning/differentiation
- Warren Club (nurture)
- Circle of friends
- Lego therapy
- visual aids e.g. visual timetable, now/next board
- Makaton signing
- booster sessions for maths, reading, writing, phonics or spelling
- a range of management strategies and/or alternative arrangements based on specialist advice
- mentoring and/or emotional support
- a range of teaching approaches
- staff development and training.

If when being reviewed, it is felt that, despite receiving an individualised programme, the child continues to make little or no progress, the decision could be made to seek specialist advice from external agencies.

Where external advice is sought, the SENCo, with parent/carer consent, will arrange a referral for consultations/assessments with the appropriate external specialist(s). Advice will be shared with parents/carers, teachers and support staff as appropriate and will be incorporated into the child's ISP. The ISP will continue to be reviewed termly.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, a child continues to demonstrate significant cause for concern, an application may be made to the LA for an Education, Health and Care needs assessment.

6.3 EHCP - Statutory Assessment and Annual Reviews

The first part of the EHCP process is an Education, Health and Care needs assessment (ECHNA). The school, in conjunction with parents or carers can make requests for an ECHNA.

The application will need to provide evidence and/or information about:

- the school's action through the Graduated Approach
- the child's Individual Support Plan
- assessment levels
- attainments in literacy and mathematics
- educational and other assessments, e.g. from specialist support teacher or an educational psychologist
- views of the parents/carers and the children
- involvement of other professionals
- any involvement by the social services or education welfare services
- the child's medical history (where relevant)

If the request is successful the LA, in consultation with other professional, will provide an Education Health Care Plan outlining the objectives and giving advice on provision required. Additional support is then planned and personalised.

EHCP's are reviewed at least annually (every 6 months for children in EYFS) in order to assess a child's progress towards meeting the objectives specified in the plan and if necessary, to amend the plan to reflect the new identified needs and provision. The SENCo will organise an annual review meeting inviting all the professionals working with the child, and the child's parents/carers. The views of the child will also be considered at every stage of the EHCP process.

7. Teaching and Learning

At Broxbourne CE Primary, we believe that, wherever possible, children learn best alongside their peers. Our goal is for every child to work independently within the classroom, reaching their full potential. Children with Special Educational Needs (SEN) and disabilities have the right to be taught directly by their class teacher, rather than relying solely on teaching assistants (TAs). Teachers strive to work daily with all children with SEN, either individually or in small groups.

When allocating additional TA support, our focus is on achieving meaningful outcomes rather than the number of support hours provided. We aim to offer just enough support

to help children meet their challenging targets while fostering their independence and avoiding reliance on adults.

Before starting any intervention, we carefully consider the child's unique learning style to select the most appropriate approach. Children receiving SEN Support are intentionally challenged to help close the attainment gap. Interventions play a vital role in this process and are closely monitored by class teachers, the SENCo, and the Headteacher.

Interventions are planned in blocks of usually no longer than half a term. After each cycle, the child's progress is assessed and documented, allowing us to decide whether to continue the current intervention, switch to a new approach, or provide time for the child to consolidate their learning within the classroom.

7.1 Adaptations to the curriculum teaching and learning environment

Our school environment is disability-friendly, with adaptations to the physical setting made as necessary to accommodate children with physical and sensory disabilities.

All classrooms are designed to be inclusive, with teaching approaches that support children with Dyslexia, Dyspraxia, Autism Spectrum Disorder (ASD), and other additional needs. While these strategies benefit all learners, they are essential for those requiring targeted support. We are committed to enabling every child to access the Early Years Foundation Stage Outcomes and the National Curriculum, and we celebrate achievement and expertise across all curricular areas.

As part of ongoing class differentiation, curriculum content and teaching methods may be adapted to enhance accessibility, utilizing a variety of visual, tactile, and concrete resources to meet diverse learning needs.

Children that are not making progress in line with age related expectations may be assessed using alternative assessment frameworks such as Middleton School Assessment Framework (M-Scales) to ensure that their progress is adequately recorded and celebrated.

7.2 Access to enrichment activities

All of our children will have equal access to enrichment activities which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

7.3 Allocation of Resources

The Headteacher in conjunction with the SENCo and SLT have responsibility for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCP)

The headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

The headteacher and the SENCo meet annually to agree on how to use funds directly related to SEN and EHCPs.

8. Staff training and professional development for SEND

The SENCo holds the National Award for SENCos qualification. They will attend regular training and professional development as required throughout the year, in

order to keep up to date. The SENCo will share relevant SEND training and developments with all staff, as appropriate.

The SENCo, in consultation with the Head Teacher, will identify or seek out training and development opportunities for members of staff to support them in meeting the needs of the children in their current or future cohort.

9. Admission arrangements

Please refer to our Admissions Policy and the information contained in our school prospectus.

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

Our school admissions arrangements can be found online at:

<https://www.broxbourne-pri.herts.sch.uk/admissions>

10. Transition Arrangements

At Broxbourne CE Primary, we understand how difficult it is for some children as they move into a new class or a new school and we will do all that we can, according to the individual needs of the child, to make transitions between classes - including preschool/nursery and into secondary school - as smooth as possible. This may include:

- additional meetings for the parents/carers
- additional visits to the classroom in order to identify the layout and location of facilities e.g. cloak room, toilets
- transition booklets/social stories with photographs of key adults and locations around the classroom and wider school

Enhanced transition arrangements are tailored to meet the needs of individual children.

10.1 Transition to Secondary School

The SENCo/class teacher will liaise with the secondary school to discuss the individual needs of the child transferring. Where possible, EHCP plans will be reviewed in collaboration with the secondary school and additional transition arrangements may be made if appropriate e.g. additional transition visits, support with travel arrangements etc.

11. Links with other agencies

Broxbourne CE Primary School receives external support from a range of outside agencies such as:

- Educational Psychologist (EP)
- Speech and Language Therapist (SLT)
- Specialist Advisory Teachers
- Occupational Therapy (OT)
- Physiotherapy
- Autism Advisory Service
- Middleton outreach

- GP and School nurse
- CAMHS
- PALMS
- Counselling e.g. Strength in Mind or other agencies
- HABS Family Support
- DSPL4
- Rivers Outreach/Little Rivers
- Social Services

12. Arrangements for complaints

Should children or parents/carers be unhappy with any aspect of provision they should discuss this with the class teacher, in the first instance. Thereafter, should you wish to discuss the matter further please arrange to speak with the SENCo. Should you remain concerned, thereafter please arrange to meet with the Head Teacher. For a problem that might need time to be explored, parents/carers should make an appointment. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Our school complaints policy can be found online at: <https://www.broxbourne-pri.herts.sch.uk/policies-1>

13. Evaluating success

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring classroom practice by Head Teacher/SENCo/Subject Leaders
- analysis of teacher assessment data
- progress data for children on SEN register
- monitoring of practices and procedures by SEN governor
- involvement of parents/carers/children at all stages
- using review procedures to evaluate the effectiveness of ISPs

The governing body will monitor and evaluate this policy by receiving analyses of progress and attainment of children with SEND (anonymised). The Governor with particular responsibility for SEND meets with the SENCo termly to discuss all aspects of SEND provision.

14. Links to other policies

- SEN Information Report
- Hertfordshire Ordinarily Available Provision Document and Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting children in school with medical conditions policy
- Attendance Policy
- Child Protection Policy
- Children Looked After Policy
- Complaints Policy