

September 2023

**BROADWAY  
PRIMARY  
SCHOOL**

**SPECIAL EDUCATION NEEDS AND  
DISABILITIES POLICY**



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# Broadway Primary School

## Special Educational Needs and Disabilities: A School Policy

### COMPLIANCE

This policy complies with the Statutory requirement laid out in in the SEND Code of Practice 0-25(July 2014) 3.65. Staff, pupils and parents of pupils with SEND were consulted when producing the policy with reference to the following guidance and documents:

- SEN Code of Practice 0-25(July 2014)
- Statutory Guidance on Supporting pupils in school with medical needs April 2014
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July2014)
- Equality Act 2010: advice for school DfE Feb 2013
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

At Broadway Primary School the named SENDCO is Mrs Mary Pedder, an experienced teacher with an additional qualification to teach children with specific learning difficulties-dyslexia. She can be contacted directly by email [senco@broadway.lancs.sch.uk](mailto:senco@broadway.lancs.sch.uk). The SEND Governor is Hannah Gibbons.

### AIMS

The Staff and Governors of the school are committed to the belief that all pupils, regardless of ability, should be valued equally and should have access to a broad and balanced curriculum. The school ethos is sensitive to the needs of the individual child and a positive approach, which will encourage positive self-esteem in all pupils, is regarded as essential. We aim to raise the aspirations of and expectations for all pupils with SEND with a focus on the outcomes for SEND pupils rather than simply the support and provision given.

- The staff and governors at Broadway Primary School support a whole school approach to Special Educational Needs and Disabilities. We work together as a team, collaborating and coordinating all that we do for the benefit of all children.
- We believe in a fully inclusive approach.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- We endeavour to identify children with special educational needs and disabilities as early as possible and review progress regularly in order to support their learning.
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special educational needs and disabilities register.
- Through using guidance, nurture, support and challenge we strive to enable all children to fulfil and reach their potential.

- All of the teaching staff at Broadway Primary School teach every child in school, including those with SEND and are accountable and responsible for their progress and enjoyment.

## OBJECTIVES

- To identify and provide for pupils with special educational needs and additional needs (in consultation of parents, teachers, the SENDCO and outside specialists where appropriate).
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide a SENDCO who will work within the SEND policy.
- To provide support and advice for all staff working with pupils with special educational needs and disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the whole curriculum for all pupils.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The definition of Special Educational Needs taken from The Special Educational Needs Code of Practice 0-25 years is:

A child or young person has SEND 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.

Section 6.25-6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical needs

As such, all children who require School Support **must** be registered under one of these categories. In addition, we will monitor those children who we feel have an Additional Need but do not meet the threshold for School Support.

It is important to note that a pupil's progress and attainment can be affected for other reasons that are not necessarily related to SEND for example;

Attendance and Punctuality

Health and Welfare

English as an additional language

Being in receipt of Pupil Premium Grant

## Being a Looked After Child

Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Similarly, behavioural difficulties do not necessarily mean that a pupil has a SEND and should not automatically lead to a pupil being registered as having SEND.

### **A GRADUATED APPROACH TO SEND SUPPORT**

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school’s usual differentiated curriculum and strategies.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Pupil’s progress is monitored closely by the class teacher, Head teacher and Assessment Co-ordinator. This includes termly assessments in numeracy, writing and reading, classroom observations, and reviewing pupil’s work. These are used to help identify the pupils that make less than expected progress given their age and individual circumstances. The first response to such progress is high quality teaching that targets the pupil’s areas of difficulty. This can also include progress in areas such as social and communication skills where a pupil needs to make additional progress in order to make a successful transition to adult life.

When a pupil has been identified as having SEND the support provided for the pupil consists of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of how to best meet the pupil’s need and ensure good progress is made and secure good outcomes for the pupil. This is known as the graduated approach.

### **ASSESS**

Initially, when identifying a child with SEND the class teacher will complete the ‘Initial Concerns’ form in order to reflect on their pupils’ progress and provide the basis for discussion with the SENDCO and parents. The views and experience of parents, pupil’s own views and, if relevant, advice from external support services are also sought. Any concerns raised by a parent independently are dealt with sensitively and promptly too.

### **PLAN**

Where it is decided to provide a pupil with SEND support, the parents are formally notified. The teacher (with guidance from the SENDCO) produces a teaching and learning plan that outlines outcomes and interventions/support to meet the needs of the pupil. This is discussed with the parent and pupil.

All teachers and support staff who work with the pupil are given a copy of the teaching and learning plan so that they are aware of their needs, the outcomes sought and the interventions/support provided.

## **DO**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they still retain responsibility for the pupil. The class teacher works closely with the SENDCO, any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **REVIEW**

The effectiveness of the support and interventions and their impact on the pupils progress is reviewed termly unless shorter time frames are necessary. The impact and quality of the support/interventions are evaluated with the pupil and their parents and a new teaching and learning plan put in place. The plan is based on the pupil's progress, development and learning needs. If as part of the review cycle it is felt that plan is not achieving the desired outcomes for the child, advice from outside agencies is sought in order to try and meet the needs of the child and a Personalised Provision Plan drawn up based on their input. After the appropriate period of time if parents and school still feel that the pupil's needs are not being met despite support and advice from outside agencies, an Education Health Care Plan assessment request will be considered.

When making the referral for assessment to the local authority the school will state clearly the reasons for it and will submit all relevant information including: -

- The recorded views of parents, and where appropriate children, on the earlier stages of assess, plan, do, review cycle, including the "All about me profile", Early Help Assessment Form and any Team Around the Family (EHTAF) meetings/Plans if appropriate.
- Details of intervention and support to date, including advice from outside agencies such as specialist teachers or an Educational Psychologist.
- Evidence of health checks, e.g. relevant information on medical advice.

The school acknowledges that the period of assessment may be a stressful time for parents and will give them information and support at this time. Parents are made aware that the decision on assessment rests with the local authority.

Whilst awaiting the Local Authority decision the child will continue to be supported by the school's procedures. The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested (or a child or young person is brought to the local authority's attention) until the final EHC plan is issued, **must** take no more than 20 weeks (subject to exemptions set out below). Section 9.40 pg155 SEND Code of Practice: 0-25years 2014.

If a pupil already has an Education and Health Care plan, the local authority, in cooperation with the school, review the EHC plan annually.

## **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

Pupils that have a Special Educational Needs Teaching and Learning Plan will be on the SEND register at the school support phase 1 (as agreed with Parents). Termly review meetings will be held to help track the progress of SEND pupils to assess if the child has achieved the targets set during the plan stage. Children will remain at this phase on the SEND register unless outside agencies are involved and then the child will be at school support phase 2 on the SEND register. The majority of children remain within the school support phases on the SEND register. Children that have severe and complex needs may have an Educational Health Care Plan.

## **CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

If during the review process there is agreement between school, parents and pupil that sufficient progress has been made and that a Teaching and Learning Plan is no longer necessary the pupil will be removed from the SEND register. The pupil will continue to be monitored through the schools' monitoring procedures and if at any time it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

## **SUPPORTING PUPILS AND FAMILIES**

We understand that Parents and pupils hold key information, knowledge and experience to contribute to all four stages of the SEND cycle and that it is essential to take into account their wishes and feelings. On the school website is the Local Offer, SEND Information Report and SEND Policy to ensure parents are aware of what the school has in place to support children with Special Educational Needs and Disabilities. Parents are also able to have access to the SENDCO by email address if they have any queries.

In terms of transition Pupils in Year 5 have the opportunity to attend a "taster" day at the local High School. Each year pupils visit their forthcoming High School for taster sessions and the teachers from the local High Schools visit to help ease the transition from Year 6 to Year 7. We can also organise extra visits for SEND pupils and put in place a transition plan to help them prepare for their new High School.

Class teachers, in partnership with the SENDCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCO or Head Teacher will liaise with the class teacher to assess pupils' eligibility for access arrangements.

There are a variety of outside agencies that the SENDCO, Head Teacher and Learning Mentor are able to signpost parents to for support.  
The agencies we have involvement with are:-

- The Inclusion and Disability Support Service (IDSS)
- The Information, Advice and Support (IAS) Team Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)
- Lancashire Educational Psychology Service (EPS)
- Speech and Language Service, Occupational Health Service
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse

- Paediatric services
- Children and Family Wellbeing Service
- CANW Child Action Northwest

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Pupils with specific medical conditions will have a Health Care Plan drawn up based upon the information provided by parents and medical advice. A Health Care Plan will contain information regarding the nature of the medical condition and any procedures that need to be put in place within school, including extra-curricular activities and school trips.

These are passed on to the relevant Class Teacher. This is also mentioned in the Medicines Policy under Long Term Medical needs.

## **MONITORING AND EVALUATION OF SEND**

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

- The monitoring of classroom practice by the Head teacher
- The analysis of pupil tracking data
- The monitoring of procedures and practice by the SENDCO and SEND governor
- Meetings with parents and staff, both formal and informal

## **TRAINING AND RESOURCES**

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENDCO. The SENDCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. The level of INSET and Staff Development will be reviewed in the School Development Plan and through individual staff development meetings.

The Governors will ensure that the needs of pupils are met by employing a SENDCO. For Pupils with an EHC Plan the Head and SENDCO will use the LEA banding document to identify the areas of pupil need and make appropriate provision. The Governors will ensure that sufficient staff are employed to support teachers and pupils. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes. The responsibility for purchasing and co-ordinating the use of SEND resources rests with the SENDCO in liaison with all members of the teaching and support staff. The Governors have a commitment to building up specialist resources for the SEND department and the development of resources in curriculum areas. This is dependent on the school's finances and priorities specified in the School Development Plan. In addition, the Governors will ensure that staff are kept fully up to date about SEND issues and undertake any necessary training.

## **ROLES AND RESPONSIBILITIES**

The Governing Body has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how

the school is meeting the statutory requirements. At Broadway Primary School this role is undertaken by Hannah Gibbons. She will meet regularly with the Head and SENDCO, Mrs Mary Pedder.

The Head is the school's "responsible person" and manages the school's special educational needs and disabilities work. The Head will keep the governing body informed about the special educational needs and disabilities provision made by the school.

The SENDCO and the Head will work closely with the special educational needs and disabilities Governor and staff to ensure the effective day to day operation of the school's special educational needs and disabilities policy. They will also identify areas for development in special educational needs and disabilities and contribute to the school's development plan. The SENDCO will co-ordinate provision throughout the four stages of the graduated approach for pupils.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs and disabilities policy. They will identify pupils with SEND and notify the SENDCO. Teaching staff are responsible for devising appropriate programmes of work, setting targets and differentiating the curriculum for pupils with special educational needs and disabilities and will monitor their progress. All staff will keep accurate records of progress and provide information on request to parents, the SENDCO and the Head. They will attend review meetings on request.

All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDCO.

## **Support Staff**

The SENDCO is responsible for communicating and co-ordinating the involvement of outside agencies and teaching support within the school. The level of staffing designated specifically for SEND pupils and funded from the School Budget Share will be determined annually by the Staffing Committee following requests and recommendations from the staff via the Head. The SENDCO is responsible for prioritising the use of this valuable resource via discussions with class teachers.

## **STORING AND MANAGING INFORMATION**

Information collected about a child's SEND will be treated as confidential and stored by the SENDCO. Information will only be communicated to appropriate persons with the knowledge and agreement of the child's parents. Confidential information regarding a child's SEND is kept in the SENDCO's filing cabinet and the school's secure computer system. The file and confidential information from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly.

The file contains paper copies of past and current reports/documents for individual children. The class teacher has copies of support plans which are stored on the school's computer system and parents will be given copies of these termly.

## **ACCESSIBILITY**

Access for the disabled is very good. Particular requirements involving adaptations should be discussed with the Head and forwarded to the Education Authority. See also the school's policy for Equality Duty and Equality Action Plan.

Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENDCO and class teacher will meet with the parent to try and address the concern. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head. If the Head is unable to resolve the difficulty the parent's concerns should be put in writing to the SEND Governor, Hannah Gibbons. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. The school will inform parents about Lancashire SEND Information, Advice and Support Service SENDIAS (a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND <https://lancssendias.org.uk/>) and how to make representations to the LEA.

## **BULLYING**

See Anti-Bullying Policy.

## **REVIEWING THE POLICY**

The SEND policy will be reviewed annually in consultation with staff, parents and governors.

Next Review Summer 2024

## **APPENDICES**

**The SEND Local Offer and SEND Information Report are on the school website.**

The Equality Duty and Equality Action Plan, Admissions Policy, Confidentiality Policy, Teaching and Learning Policy, Behaviour Policy and Inclusion Policy can be found on the school's website or using the school App.