



SEND Policy

This policy will prescribe the procedures that the staff of the academy will use when supporting children with Special Educational Needs or Disabilities.

‘The welfare of the child is paramount.’

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1. Our Ethos/ Vision

At Brookside Academy we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our academy. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our academy community.

2. Definition of SEN and Disability (SEND)

At our academy we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 16)

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

3. Key Roles and Responsibilities

The Special Educational Needs Coordinator (SENCo) has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care Plans.

The SENCo and Assistant Headteacher is a member of the Executive Leadership Team (ELT) and works with the Nursery, Early Years Foundation Setting, KS1, KS2 and the Specialist Provision teams.

The SEN governor has responsibility for monitoring policy implementation and liaising between the SENCo and the Governing Body.

The class teacher and Nursery Supervisor/deputy Supervisor is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring IPPs (Individual Provision Plan) are implemented in the classroom
- regular liaison with parents and the SENCo
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- setting and reviewing targets on IPPs for pupils with SEND

Support and nursery staff are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from Specialist Provision's record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and the SENCo

The Nursery SENCo and Specialist Lead Teacher are responsible for

- maintaining regular liaison with parents/carers
- the planning/implementation of targeted provision
- reviewing impact and progress of targeted provision
- liaising with and advising staff
- line managing support staff

The SENCo is responsible for:

- supporting staff in identifying pupils with SEN
- maintaining regular liaison with parents/carers
- the planning/implementation of targeted provision
- reviewing impact and progress of targeted provision
- co-ordinating support for children with SEND
- monitoring the quality of provision and impact of interventions
- referrals to and liaison with outside agencies
- liaising with and advising staff
- co-ordinating annual reviews
- attending network meetings and updating staff
- the SEND policy and report on its implementation
- updating the SEND register and maintaining individual pupil records
- line managing support staff
- supporting staff in identifying pupils with SEND
- mapping provision throughout the academy
- maintaining links and information sharing with receiving schools

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising bi- termly with the SENCo
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in academy activities

4. Aims and Objectives

Aims

At Brookside Academy all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider academy community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals who are able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole academy provision of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop practice within the guidance set out in the Code of Practice, 2015.

5. Identification of Needs

The identification of SEND is embedded in the whole academy process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what the academy needs to put in place in order to ensure individuals are supported effectively. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience

difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

6. A Graduated Approach to SEN Support

School

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The academy's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo. In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the academy about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or targeted interventions may be put in place and will be recorded on class/year group provision maps. Particular care is taken when identifying and assessing SEND for children whose first language is not English.

If the support needed can be provided by adapting the academy's core offer, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the academy and/or requires targeted intervention, the child will be placed on the SEND register at SEND Support. Targeted intervention refers to additional provision that has both an entry and exit assessment.

The academy will then seek to remove barriers to learning and put effective special educational provision in place using an Individual Provision Plan (IPP). This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

The four part cycle:

Assess: We will ensure that we assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher and SENCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with support staff or specialists who provide support set out in the plan and monitor the progress being made. Where required the SENCo will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of the support and interventions will be reviewed on a regular basis by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support. This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

The SENCo may also signpost parents of pupils with SEND to the local authority Special Educational Needs and Disability Information, Advice and Support (SENDIAS) service where specific advice, guidance and support may be required and other outside agencies or professionals.

Nursery

The process for identification of SEND needs in the nursery setting follows a similar process. Through a series of observations and assessments, nursery staff work with the SENCo to identify needs and allocate children to the Nursery SEND or Monitoring list. Those children on the monitoring list will either have a diagnosis or be currently supported by an external

agency such as Speech and Language. In addition, these children will undergo a continuous Assess, Plan, Do and Review cycle which is reviewed half termly.

Children on the monitoring list continued to be observed by nursery staff in order to gather evidence for any future referral.

Both monitoring and children on the Nursery SEND list are discussed in a weekly meeting with the SENCO and the Nursery SENCo.

7. SEND Provision

Quality First Teaching

- Support from a teacher or a learning support assistant through adapted and differentiated planning and learning tasks.
- Making or changing materials, resources or equipment
- Small group work focusing on misunderstood concepts
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time

SEND support can take many forms. This could include:

- Targeted intervention with both entry and exit assessments
- Providing specialist equipment
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Emotional Literacy Support Assistant (ELSA)
- PFSA

8. In school and external referrals

Where staff have a concern regarding an individuals' progress they will make an in-school referral to the SENCo, (in nursery, referrals are made to Nursery SENCo). The SENCo will review the referrals and make recommendations and suggestions in supporting the individual. After a period of monitoring, the referral will be reviewed with the class teacher and next steps will be considered.

Where pupils have higher levels of need, and with parental permission, the academy may want to seek advice from external agencies.

These agencies include:

- Educational Psychology Service (EP) via the Pyramid Cluster meetings)
- Virtual School and Learning Support Team
- Speech and Language Therapy Service
- Autism and Communication Services
- Occupational Therapy Service
- Physiotherapy Service
- Hearing Support Service
- Vision Support
- Special Educational Needs Information Technology Advisory Service
- School Wellbeing Officer
- Physical Impairment and Medical Support Services
- Diabetic Nurse Support
- Educational Welfare Officer
- Children's Services
- Child and Adolescent Mental Health Service (CAMHS)
- Area SENCo
- Maisey

In this instance, parents will be invited in to discuss the academy's concerns and an external referral may be recommended.

9. Monitoring and evaluation of SEND

The academy leadership team monitor and evaluate the quality of provision for all pupils.

The academy aims to use interventions that have proven outcomes and are evidence based.

The impact of SEND provision is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENCo maps the provision and decisions are made as to whether specific interventions are proving to be effective in terms of impact. Reviews of Provision Maps and IPPs will be informed by the views of the pupil, parents and teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The SEND Code of Practice (2015, 6.17) describes inadequate progress as thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Each year we review the needs of the cohort and if necessary make changes to our provision.

10. Requesting an Educational, Health and Care (EHCP) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND support from the academy's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

11. Allocation of resources for pupils with SEN

The academy budget includes a "notional SEND budget". We must use our "best endeavours" to secure the Special Educational provision called for by a young person's needs.

For those with more complex SEND needs additional funding (High level needs funding) can be applied for by the academy. High level needs funding is linked to the application of the EHCP. The SENCo will submit EHCP applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENCo, executive leadership team and governors to agree how the allocation of resources is used.

The allocated High Needs Funding is monitored and reviewed by the Local Authority via each child's annual review. This now replaces the SEND Audit for Specialist Provision Children.

12. Specialist SEND provision

At Brookside Academy we offer a flexible continuum of support for children with SEND both within our mainstream and our specialist classes. We have a 41-place commissioned provision for children with a wide range of profound and complex needs. Children who have an Educational Health Care Plan across a wide range of ASD, SLD, MLD and PMLD needs can access their school provision within our four specially resourced and staffed classes. Children within Specialist Provision also access mainstream where appropriate. They are supported flexibly by a range of specialist teachers, support staff and a wider professional network to ensure their individual and collective needs can be met across our site.

Specialist provision pupils are supported to learn and develop through play, a variety of practical and relevant experiences alongside specialist teaching and therapies. They are supported to develop independence, self-help and social skills in a rich learning environment that includes a forest school and a sensory room. Specialist Children engage in a life skills approach and are assessed using the Personal Learning Intention Maps (PLIMs) in

order to track their outcomes. These outcomes are bespoke and reflect the needs of each individual child.

The academy uses the 'Connecting Steps' tracking system, with Engagement or Primary Steps objectives, as an assessment tool for those children who have special educational needs. This takes each curriculum strand and breaks it down into smaller steps so that all progress can be noted and assessed.

Communication is of the utmost importance within Specialist Provision. Photographs, symbols, signing, objects of reference and simple language are used throughout our provision to support children communicating their needs and thoughts, the academy employs a speech and language therapist one day a week to work with pupils, staff and parents to improve communication outcomes for all.

We have access to a hydrotherapy pool once a week, the children accessing this facility every fortnight, and this forms a vital part of a therapy programme for those children that require it. We also swim weekly at the local swimming pool, and we use horse riding to improve core stability and engagement. As well as this, children within Specialist Provision have access to Forest Schools.

We work closely with colleagues in mainstream classes to ensure that all children are given opportunities to work with their peers and others to include them in all aspects of teaching and learning and academy life.

We have an experienced staff team who understand communication strategies, TEACCH, Team Teach behaviour support and management, feeding, physiotherapy, occupational therapy, speech therapy and many other areas of specialist education.

We also have strong links with educational psychologists, outside agencies, medical staff, relevant therapists and other professionals who support the children by developing personal programmes for the staff to follow.

13. Parents/carers and pupil involvement in the process

All parents of pupils at Brookside Academy are invited to discuss the progress of their children at least twice a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some interventions to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to understand these needs better.

14. Admission arrangements

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

All SEND paperwork from a pupil's previous setting or school, from parents, health, medical or outside agencies should be passed to the SENCo as they come into the academy. If the child is making a transition from another school or setting, contact should be made to aid the smooth transfer of the pupil and the family, at this point other school personnel could be involved, this could include the Wellbeing Officer, class teacher or support staff. Important information relating to the pupil's needs can be discussed and support planned for. Where face to face meetings are not possible, contact will be made via e-mail or telephone to ensure there is a good understanding of what type of provision is required.

The Academy will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the pupil start date at the academy. The pupil will be monitored in order to refine the provisions made.

More detailed information on our admissions arrangements can be found on our academy website under Key Information – Admissions.

15. In service training (CPD)

We aim to keep all academy staff up to date with training and developments in teaching practice in relation to the needs of pupils with SEN.

The Deputy Head and SENCo hold the National Award for SEN Co-ordination and attend relevant SEND courses in order to keep up to date with current information and practice regarding all issues of SEND. These are cascaded to staff and parents through teaching and/or support staff meetings, team meetings and INSET training.

The SENCo also signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to the school development priorities, personal review targets and those identified through the use of provision management.

16. Supporting pupils at school with medical conditions

The academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the academy will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trip/residential. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The Academy's Well Being Officer is responsible for the

administration of medicines and health care plans/protocols. Please refer to the academy's medical policy for further details.

17. Physical Access to buildings and classrooms

Brookside Academy buildings, gardens and play areas are fully accessible to all pupils, staff and visitors, the site has ramped entrances and exits, wide wheel chair friendly classrooms, passages and doorways. The building also incorporates several accessible toilets and a lift.

The garden area and playground are also fully accessible with no restrictions as these are level with the main Academy building. The Elliot buildings on our site also have ramp access, and the garden area also has a wheelchair friendly track.

Disabled parking is available both at the Academy and Nursery entrances. This is available for children with significant Profound and Multiple Learning Disabilities

Classrooms in year 4, 5 and 6 have sound field equipment to support children with hearing impairments and children with visual impairments are supported using appropriate text and font size.

18. Evacuation Procedures

The Academy's fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the Academy buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures are designed in partnership with the learner, their parent/ carer and any other professionals as necessary. This information then forms the basis of an evacuation plan, held in academy. These are reviewed on an annual basis.

The current evacuation assembly point is on the academy playground. In the event of an evacuation, and when the lift cannot be used, evacuation equipment is available on the upper floor of the academy building. Relevant staff are trained to evacuate a person in this way should it become necessary.

19. Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Individual SEND files are transferred to receiving schools when pupils leave Brookside Academy.

20. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo, who will be able to advise on formal procedures for complaint as per the Complaints Policy on the academy website.

21. Links with other schools

The academy works in partnership with the other schools in our Community Learning Partnership. As well as this, the Academy is also part of the Special Educational Needs Somerset Expertise group (SEN:SE) which is a forum for the SEND specialist schools in Somerset.

This enables the wider schools' community to build a bank of joint resources and to share advice, training and development activities and expertise.

22. Links with other agencies and voluntary organisations

Brookside Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo/ Specialist Provision Team Leader are responsible for liaising with a range of professionals linked to the SEND needs within our settings.

In cases where a child is under observation or where there is a cause for concern, focused meetings will be arranged with the appropriate agency and parents/ carers will be invited to and informed of any actions regarding their child.

23. Review

This policy will be reviewed annually.