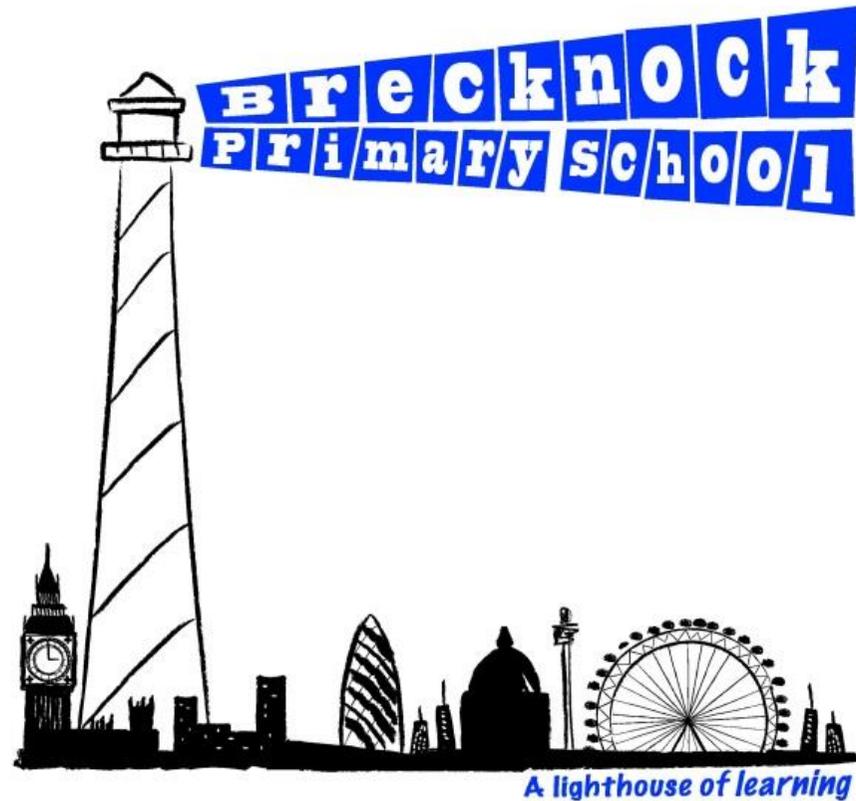


Brecknock Primary School Special Educational Needs and Disability (SEND) Policy



Special Educational Needs and Disability (SEND) Policy Incorporating the SEND Information Report

Updated May 2019



Special Educational Needs and Disability (SEND) Policy incorporating the SEND information report.

Overview

This policy is in compliance with the 2014 Children and Families Act, which incorporates the statutory requirement laid out in the 2014 SEND Code of Practice (0-25 years) and the Equality Act of 2010.

It outlines our guidelines for supporting children with special needs and disabilities at Brecknock. It recognises that parents/carers and the children themselves are active participants in decisions that are made from the point at which we identify needs to the point where provision and outcomes are agreed, implemented and reviewed.

The following documents and guidance have been referred to while drafting the SEND policy:

- Camden Local Offer
- Brecknock School SEND Information Report
- Teachers Standards 2012
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- This policy was created by the school's SENDCo in liaison with the Inclusion Lead, the SEND Governor and members of the Senior Leadership Team. It should be read in conjunction with our school 'SEND Information Report', which provides specific information about what we offer children with SEND. The Local Authority also outlines information on SEND services and support it provides at www.localoffer.camden.gov.uk



Aims of the policy

This policy outlines how the school responds to the needs of our children with special educational needs and/or disabilities.

At Brecknock, we believe that:

- All children and young people are entitled to an education that enables them to achieve and make good progress.
- Every child should have a voice in line with our ethos as a 'Rights Respecting' School.
- Every child should have access to a broad and balanced education which recognises that children are individual and have different learning styles and needs.
- Every child is entitled to first quality teaching provided in an active, engaging environment.
- Parents are active participants in their child's education and their contributions are fundamentally valued.
- Every child should be provided with opportunities to develop confidence and make a successful transition into adulthood.

We are fully committed to an inclusive environment achieved through planning and teaching that meets the diverse needs of our pupils while challenging their strengths; underpinned by provision of appropriate resources and continuous dialogue between staff, parents and pupils.

Our school governors, the School Leadership Team (comprising of the Head teacher, the Deputy Head teacher with responsibility for Inclusion and Assistant Head teachers), as well as the school Learning Mentor and SENDCo (Special Educational Needs and Disabilities Coordinator), are fully committed to ensuring Brecknock is an inclusive environment where everyone is valued.

The SENDCo at Brecknock is responsible for:

- Day-to-day implementation of this SEND Policy.
- Keeping up to date with developments in SEND and providing staff with access to appropriate training.
- Maintaining a list of the School's children with SEND, overseeing their records and reviews, and monitoring their progress.
- Ensuring that Individual support plans and provision maps are implemented and kept up to date for children with SEND.
- Working closely with parents and carers of children with SEND.
- Working closely with staff to monitor, advise and support them in relation to SEND work.
- Working closely with external agencies such as the Educational Psychology, Speech and Language Therapy, Health and Social care services.



- Liaising with potential and or other educational settings to ensure smooth transitions between settings e.g. early years providers and secondary schools.
- Working closely with and supporting the Head of Inclusion (if a different person) and the named Governor for SEND.

Definition of Special Educational Needs and Disability (SEND)

The SEND Code of Practice 2014 states that “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”.

It further outlines that 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.

Furthermore, it explains that a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

(Extracted from the 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

CATEGORIES OF NEED.

There are 4 broad areas of need identified. These areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, rather than fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

• Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty with interacting with others. This may be because they have difficulty with saying what they want to, with understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with a diagnosis of ASD (Autism Spectrum Disorder) are within this category.



- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of need: including Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

This category also includes Specific Learning Difficulties (SpLD), which could affect one or more specific aspects of learning e.g. reading, maths or the use of fine motor skills. Examples are dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health difficulties**

Children and young people 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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Anticipatory Anxiety, Attention Deficit Hyperactive Disorder (ADHD) and the Attachment Disorder are within this category.

- **Sensory and/or Physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be lifelong or age related which may fluctuate over time. These difficulties include Visual Impairments (VI), Hearing Impairments (HI) or Multi-Sensory Impairments (MSI) which will require specialist support and/or equipment for the children to access their learning and or habilitation. Children and young people with MSI could have a combination of visual and hearing difficulties.

Any condition that includes a physical disability (PD), e.g. cerebral palsy, may require additional on-going support and equipment to access all the opportunities available in school. At Brecknock, we also look closely at classroom layouts and children's needs and difficulties; when allocating classrooms every school year. Children's needs are reviewed with the parent and we work towards the child having the same experiences as their peers.

We recognise that pupils at school with **medical conditions** should be properly supported so that they have full access to the curriculum, including school trips and physical education. Some children with medical conditions may also have a physical limitation and where this is the case, the school will make provision in line with the Equality Act 2010.

Any child with a medical condition will have an individual Health Care Plan, outlining their needs and care, as well as the appropriate response in an emergency; particularly those with long term or complex medications. All staff working with the child will be familiar with the plan to ensure the child's safety and the school nurse will regularly update the plans in liaison with parents and leadership staff. In some cases, pupils may have a medical condition and SEND; both aspects will be well coordinated by the school.



IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES.

At Brecknock Primary school, we recognise the importance of early identification and putting in place appropriate interventions, which are routinely reviewed. We have systems in place e.g. inclusion PPRs autumn and summer term, classroom observations, tracking grids, formal and informal meetings with parents and pupil progress review meetings, to monitor children's progress and attainment educationally and in other aspects of school life. A child is identified as making less than expected progress, when despite taking their age and individual circumstances into consideration, their progress:

- 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 the child and their peers.
- widens the attainment gap.

The information gathering process of identification has the class teacher at the centre of it, as they have ultimate responsibility in identifying, planning for and supporting children to accelerate their progress and overcome their barriers to learning. However, the process itself is contributed to by all the school participants – the children themselves, parents/carers, staff and other professionals. Children are then identified as requiring monitoring, additional support or SEND specific Support.

As a school we also recognise certain factors could impact on progress and attainment, though they are not a special educational need. These factors include:

- Attendance and Punctuality
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Young Carer

SEND SUPPORT PROCESS

Initial Assessment

When a child joins Brecknock, we contact the previous setting to discuss the child and request any paperwork available. We also at the initial meeting ask parents/carers whether the child has any SEND or other concerns. For children starting in nursery or reception, the class teacher and key



worker pay home visits to get to know the children and their families. Sometimes we also get information from health visitors and other professionals working with the child and or family. All of these help us to begin to plan for the child, as we begin to identify strengths and needs.

In line with the SEND Code of Practice 2014 and our practice as a school, we recognise parents know their children best and welcome them as active participants in their child's education and development. Once the children are in nursery or reception, we follow and assess their progress through classroom observations and an early review of progress.

Initial Concerns

Initial concerns regarding special needs and/or disabilities can be raised by parents/carers, teachers, children themselves and any other staff working with or around the child. These concerns can be discussed with the class teacher, SENDCo, Deputy Head teachers and Head teacher, who will act as required, on the information provided. All concerns are listened to carefully and followed up by observations, 1:1 or small group assessment by the SENDCo, as well as discussions with parents/carers and the children themselves. We also hold regular inclusion team meetings using a multi skilled and experience approach to determine best next steps around children.

The school has clearly identified tracking and assessment procedures in place to ensure we have robust information about every child. Some are ongoing e.g. weekly planning meetings between teachers and TAs while others occur termly. An example is the termly Pupil Progress Review meeting in which class teachers meet with 2 members of the Senior Leadership Team (usually including the Head Teacher or Deputy Head teacher) and the SENDCo to look at the attainment and progress of each child. A tracking grid already prepared by the teacher highlights which children are working towards, working at or working above year expectations, in line with current changes in the curriculum.

This is supported by information on what additional support and or interventions are provided to the children, typically recorded in Support Plans and Provision Maps. Discussions are held around identifying the barriers and keys to learning, how effective the interventions have been and what needs to be put in place to address pupils' needs. This is then further discussed with the SENDCo, who working with the teacher will assess if the child has SEND. This process will involve gathering a range of information including:

- Identifying the areas of concern.
- What has been done to date (strategies, resources etc.) and the impact?
- Is further assessment needed? If yes, what type?
- Parent and pupil views
- Are standard school health checks needed e.g. hearing tests?
- Is attendance a concern?
- Is an external referral needed?
- What are the desired outcomes for the child?



Parents and children are kept informed throughout the process. If the child is identified as having a special educational need and/or a disability, that requires specialist support, parents are informed of this and if they give consent for specialist support, the child will be on the SEND list.

At Brecknock, we are aware that there may be other factors apart from special needs affecting a child's progress such as bereavement. Where such issues are identified, we will deal with them in an appropriate way.

THE GRADUATED APPROACH TO SEND

Brecknock Primary School uses the Graduated Response to SEND, as outlined in the SEND Code of Practice. High quality teaching, monitored by the Senior Leadership Team and Key Stage and subject leaders, is the first step in ensuring excellent provision for all our children. Teachers will then create a more personalised teaching and learning curriculum (and or experience) as appropriate for children with SEND. This could involve giving additional time to complete certain activities, adapting whole class P.E. lessons to include occupational therapy exercises advised for a specific child, differentiated plans, additional adult support in class, assistive technology and using a particular method of delivering teaching. The graduated approach to SEND at Brecknock involves the following 3 steps.

1. **Class Based Monitoring:** This involves the class teacher planning and delivering high quality inclusive lessons that clearly differentiate provision. The information should be recorded on class plans by the class teacher, who will also evaluate the child's progress. If progress is still inadequate, the class teacher, subject leads and the SENDCo will look at 'Class Targeted Support' as a next step.
2. **Class Targeted Support:** This is an increased level of support put in place when a child continues not to make expected progress despite high quality differentiated teaching. It could be a small group intervention that is time limited and provided to accelerate progress and enable the child to work at year related expectations.
 - Parents will be kept informed by the class teacher and drawn upon, for further information.
 - The interventions will be recorded on a provision map, which names the intervention and a 'termly' or 'number of weeks' time overview.
 - The additional intervention or targeted support is reviewed using a cycle of Assess/Plan/Do/Review.
 - If the child still fails to make adequate progress, he or she is to be considered for SEND and or other support by members of the Inclusion Team.
3. **SEND Support:** A child's needs are at SEND Support level if the child has made little or no progress despite the interventions put in place in 'Class Targeted Support' over a set period of time. If the child's SEND is apparent, the SENDCo or Inclusion Lead will identify those needs and after consultation with the parents, make the appropriate referral immediately to an outside agency e.g. Occupational Therapy or Educational Psychology Service.



- Parents must be aware of the decision to identify a child in this category and their consent must be in place before a child is referred to other professionals. After discussing with a parent, the school can make a referral without consent if the child is deemed to be at risk.
- Information and reports provided by the outside agencies will be shared with parents/carers and children, in a sensitive and caring manner.
- The class teacher, support staff and SENDCo will implement and manage advice provided by outside agencies.
- The SENDCO will oversee and coordinate provision for children identified as SEND Support.
- The Senior Leadership Team will monitor provision through whole school data, class data, as well as regular meetings/discussions with the SENDCo and class teacher.
- The class teacher, SENDCo, Inclusion and School Leadership Team will monitor progress throughout the year.
- Every child identified in this category will have termly meetings with their parents and class teacher. This meeting could include the SENDCo and or a member of the inclusion or school leadership team.

Schools previously recorded SEND in three categories: School Action (SA), School Action Plus (SA+) or Statemented (S). With the introduction of the 2014 SEND Code of Practice, SEND is now recorded as SEND Support (K) or Statemented (S) / Education Health Care Plans (EHCP), with the category of needs clearly identified.

Individual Support Plans (ISPs) for children identified as ‘SEND Support’

Regular meetings are held to discuss how effective provision is for children on the SEN list. A person centred approach is adopted so the discussions include looking at what is or isn't working well, what progress is being made and what next steps are needed to ensure learning and life skills are developed in all aspects of the child's life. Parents/Carers meet with class teachers termly and the SENDCo is also involved in drafting the support plans. The meeting outlines what is needed to achieve these goals, whose responsibility it is and when the targets or goal is to happen or be reviewed (date). The 2014 SEND Code of Practice clearly states that parents are to receive a copy and at Brecknock we work towards the individual support plan being a document that represents the views of parents/carers, children and school and external staff working around the child.

A SMART approach is important; goals are specific, measureable, achievable, realistic and timed. Children's views are taken into account and home-school aspects are included. The end result is a summary outline written as an Individual Support Plan, which is shared with parents and other professionals as requested.

English as an Additional Language and SEND

As a multicultural school, we recognise and exercise due care when assessing children whose first language is not English, for SEND. Teachers will closely monitor the child's progress across the curriculum, then work with the Sendco and Inclusion team to ascertain if the barriers are as a result of



the child's command of English or SEND. An assessment of proficiency in English might be required as a basis for further planning. The SENDCo can also request a first language assessment.

CRITERIA FOR EXITING THE SEND LIST/SEND SUPPORT

The SEND List is a working document that recognises the needs of children can change and as such provision will change in line with that. Brecknock in line with regulations, submits SEND census data termly. Any child identified as having made significant progress will have their SEND profile updated. The decision to do so will be made by the Inclusion Team (which includes the SENDCo) and class teacher.

For children who continue to experience a high level of severe, long term and complex difficulties, the Inclusion Team, School Leadership Team and parents/carers will discuss and consider a request to the Local Authority for an assessment to have an Education Health and Care (EHC) Plan in place.

The SEND Code of Practice 2014 outlines that a parent/carer or child/young person can make a direct request (for EHC plan assessment) to the Local Authority, as can certain other agencies working with the child. When the school makes a request for assessment, it must be supported with a range of evidence about the child, within the educational setting. The evidence will include:

- An overview of the child – their strengths and needs.
- The child's personal view.
- Parent/carers views.
- The provision put in place by the school previously and the impact of those provisions.
- The child's educational progress and attainment over a period of time.
- Reports from any specialist services or other settings e.g. educational psychology services or a play centre the child attends.

Documents attached could include observation records (written or photographs), pupil profiles, support and provision maps, hospital reports and school reports. The hopes and aspirations of the child and those of the child's family for the child are an integral aspect of the plan.

When the local authority agrees to an assessment, they appoint an assessment coordinator who oversees the process and contacts all parties involved for information. The evidence collected from the School, the family and other parties is sent to a panel convened by Camden Council's Special Educational Needs and Disabilities Service. The panel then decides whether or not to proceed with an EHC Plan. If the decision is made not to proceed with an EHC plan, the Local Authority could assist the school with accessing resources outlined in the Local Authority's Local Offer (www.localoffer.camden.gov.uk)



EDUCATION, HEALTH AND CARE PLAN

An Education, Health and Care (EHC) Plan is a statutory document that makes provision for a child from 0 to age 25. It clearly sets out the child's needs, support they should get and expected or desired outcomes. It is a plan that incorporates the child's educational, health and care needs. The **Educational** aspect focuses on what the child needs to be safe in school and achieve, as well as the setting where this will occur; the **Health** aspect outlines what health services or support the child needs to ensure that he/she can participate fully in school life; while the **Social Care** aspect states what the Local Authority will provide to ensure the child and their family, live as 'ordinary' a life as possible.

The 2014 SEND Code of Practice states that when an EHC plan is agreed to; it will be drawn up within 20 weeks from the date of request. When the draft EHC is in place, it is sent to parents/carers to review for any amendments and their approval. The plan should clearly state the support to be provided by Camden; and the school setting where the child will receive the support. Examples of Support from the Local Authority include:

- Specialist equipment or adult support such as hoists, special chairs or a designated nurse.
- Sessions of direct and or indirect support from the speech therapy service.
- Transport from home to school and vice-versa.

The school SENDCo ensures that all of the actions and provision outlined in the plan are implemented and that there is effective communication between all staff, professional parties working with the child and the family. At Brecknock this includes regular informal and formal discussions with children and families, about provision and progress. Examples are:

- An initial target setting meeting with the parents, class teacher, 1:1 TA, SENDCo and other professionals. At this meeting targets and provision are agreed and set out for the child.
- An annual review of the plan with parents, staff and all professionals working with the child. The designated SEND Officer from Camden is also invited to the annual review meeting. The information from the annual review is then submitted to Camden Council.

Both of these meetings focus on medium and long term outcomes for the child/young person, and involve an active voice from the child/young person and their family.

Annual reviews for children in Year 5 indicate the provision required at secondary school stage. At Brecknock we support parents with visits to prospective schools, while the child is in Year 5.

For children in Year 6, the SENDCo of their secondary school will be invited to the meeting as part of ensuring a smooth transition to secondary school.

If required, a variety of transition visits are set up early on. Further details can be found in Camden's Local Offer.



SUPPORTING LEARNING AND TEACHING

At Brecknock, our school leaders (senior and middle management) and SENDCo work closely with teachers and support staff; to ensure children with SEND receive effective and personalised teaching and learning experiences. These include:

- Differentiated planning which ensures that all children are able to make progress and achieve.
- Using a wide variety of teaching approaches and resources e.g. direct modelling, visual aids, a range of ICT and multi-sensory practical activities.
- Creating a stimulating, engaging and interactive learning environment; for and with the children.
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding.
- Involving the children in the assessment process e.g. sharing the marking policy, having clear success criteria and using child friendly language to make sure that children know how to improve their work.
- Ensuring that additional adult support is well trained and are supervised in their roles.
- Providing a range of learning mediums to ensure children can access their learning and actively participate in school life regardless of their needs/ difficulties e.g. digital /assistive technology.
- Enriching the curriculum with a range of other experiences, leading to our children developing life skills for the future e.g. music and other media, school journeys and debate days.
- Ensuring there are good school/home links in place so that regular communication happens.

We also evaluate our provision for children with SEND and monitor their progress by speaking to the children and their families, regular learning walks, data analysis and external moderation.

EXPERTISE AND TRAINING OF STAFF

At Brecknock, staff training is an important aspect of whole school development as it enables us to provide first quality teaching to our SEND children, as well as ensure that we meet the range of needs in our school. Our Senior and Middle Leadership Teams and SENDCo arrange and provide or deliver training.

Training needs are identified in a variety of ways such as performance reviews of teachers and support staff; observation of staff or emerging needs through the school population. It could be specific to a particular child's SEND e.g. safe handling for a medical condition or general training for all staff e.g. on Social Communication difficulties, Emotional Literacy. Training can be at school or off site. Our Specialist Services also provide support and training in a variety of ways. Recent examples include Teacher and TA training on 'Fine Motor skills', Using Clicker (Literacy Assistive technology) and TA training on 'Precision Teaching'.



RESOURCE ALLOCATION AND FUNDING

The Local Authority provides devolved and delegated funding for every child here at Brecknock. Camden borough and Islington borough provide different levels of funding. The school takes on board the views of all stakeholders before deciding where best to utilise those funds.

The Inclusion and senior leadership team organise and plan the amount of additional in-class and external specialist support required by pupils. Pupils at SEND Support level are funded by a combination of the existing budget for the school year and the School's notional SEND budget.

Camden Local Authority gives mainstream schools enough provision to allow them to spend **up to** a total of £10,750 on each pupil with SEND. If the school provides robust evidence meeting the threshold of requirements, the Local Authority can make additional 'top up' funding available from what is called the '**High Needs Block**'. The **High Needs Block funding** is money that the Local Authority will give a school when it is agreed that the child's needs cannot be met within a school's resources.

The 'High Needs Block' is money held by the Local Authority to support more complex special educational needs and is used as top-up funding, including the funding for EHC plans and for any additional services or teams that are centrally funded.

All schools receive 'pupil premium' money to spend on improving the rate of progress for children who are eligible for free school meals. This is because nationally there is a gap in educational attainment between the group of children receiving free school meals and the majority of children who do not. We publish details about how we use Pupil Premium Funding on the school website.

The SENDCo and the Senior Leadership Team are responsible for the operational management of the specified and agreed budget for special needs resourcing within the school, including provision for children with Exceptional Needs Grants (ENGs) or Education Health Care EHCs. The Head Teacher informs the governing body of how the funding allocated to SEND has been used. She also meets regularly with staff to plan how to use funds directly related to Statements or EHCs.

ACCESS TO THE CURRICULUM AND THE LEARNING ENVIRONMENT

All pupils at Brecknock are entitled to a broad and balanced curriculum which ensures all children:

- understand the relevance and purpose of learning activities.
- experience positive levels of personal development and rates of progress that bring feelings of success, achievement and enjoyment.

Teachers use a range of strategies to meet children's individual needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Support Plans (ISPs) for children with SEND, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.



We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. As a Rights Respecting School (Gold awarded November 2018), we implement Article 28 which states 'that children have a right to quality education', for all our children. There are times when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation. This can be in or outside the classroom. Such planning will mean that pupils with SEND and disabilities should be able to access the full national curriculum.

In exceptional cases, the school may need to modify or disapply the National Curriculum and its assessment arrangements. Section 364 of the Education Act (1996) allows this for pupils with Statements of Special Educational Needs; while Section 365 of the same act permits temporary modification or disapplication. This will only be after detailed consultation with parents/carers and the Local Authority.

The learning environment may need to be adapted to ensure all children have full access to lessons. The school's accessibility policy outlines the improvements that are being made to the school environment over time. For our children with SEND, we work closely with specialist teams e.g. physiotherapists, and the Camden Hearing and Visual Impairment Support Service to get appropriate guidance for particular access or support needs. This sometimes requires the specialists doing an accessibility walk through the school with the SENDCo and school caretaker, where we identify what needs to be done and within what time frame. We also evaluate accessibility when we get admission requests, if particular needs or difficulties are discussed as we encourage a diverse and welcoming ethos here at Brecknock.

For some children with SEND, we provide specialist equipment such as digital technology: IPADs and laptop computers and software; as well as make adjustments like bigger fonts in reading materials provided or ask an adult to scribe. At Brecknock, we recognise each child with SEND is individual so we continue to look at and provide a range of approaches and equipment designed to support diverse needs.

EQUAL OPPORTUNITIES TO ENGAGE FULLY IN SCHOOL LIFE

At Brecknock, we encourage children with SEND and medical conditions to play a full part in the life of our school. We carefully monitor our provision to ensure that our children with SEND and medical conditions are able to take part in a wide range of clubs, sporting activities, musical activities and the other exciting opportunities that the school offers.

Our school clubs provide opportunities to develop life skills and further our children's engagement with the wider curriculum. As such we have a variety of clubs (e.g. cooking, art, football, gardening and gymnastics) which we continually revise to cater for children's different interests. The school also seeks the views of the children on experiences they are interested in and where possible these requests are met.

Educational visits and journeys are part of our curriculum, and as such we work towards ensuring that our children with SEND and or medical conditions can participate by making reasonable adjustments to plans and arrangements.



PARTNERSHIP WITH PARENTS

At Brecknock we work closely with our parents, especially in the support of children with special educational needs and or disability. We encourage an active partnership through on-going dialogue with parents, who have much to contribute to our support for children with special educational needs and or disability. Parents are encouraged to speak to us about any concerns.

Staff have regular contact with parents each term; to share the progress of their children. We believe in engaging with and informing parents early on about any concerns we have, as they are able to give us an overview beyond school. Parents also contribute their views to Individual Support Plans and we share resources and strategies. Every child who has an EHC plan will have an annual review; to look at their specific provision and needs.

Parents are informed of any outside intervention we feel might be helpful to the child and we seek their consent. The process of decision-making is shared, by providing clear information relating to the education of children with Special Educational Needs and or Disabilities. The SENDCo frequently meets with parents of children who have SEND for a variety of reasons; to offer diverse support and have a home school perspective of needs and or difficulties. The school also has a named governor who takes a special interest in special needs and is always willing to talk to parents.

PUPIL PARTICIPATION

The school encourages children to take responsibility for their learning and to fully engage with other children and adults working in the school environment. Our children are encouraged to make judgements about their own performance against their targets, and children with SEND contribute their views to their support plan.

All our children have a voice through the School Council, which has a high profile in school. We ensure that all children are considered for a position on the school council as class representatives. At Brecknock, we also try and involve children in understanding the outcomes that have been set for them, engaging children in the teaching and learning process. We provide other experiences so that our children develop life skills that are useful beyond the immediate school environment.

Improving Social, Emotional and Mental Health Development

At Brecknock we support children with these needs, in a variety of ways. Across school, we deliver a curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing. We also have targeted individual and small group support provided by specialists e.g. the school learning mentor and TOPs. They work with children and families offering pastoral care, and opportunities to manage emotions, develop social skills or self-efficacy.



The 2017 DfE summary report on emphasises the impact of mental health on children's ability to succeed and is pushing for schools to support children to be resilient and mentally healthy. At Brecknock we continue to review how we can achieve this and our provision ranges from the 'Bright Minds, Bright Moods' programme to enhance wellbeing for a Year 6 cohort to the 'Be the Best they can Be' programme which takes a whole school approach to raising awareness and responsibility in young people.

The school policies on bullying and e-safety further explain how we support children in these areas, and we have a clear Safeguarding procedure for reporting child safety concerns.

Moving between Phases of Education

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible.



ADMISSION ARRANGEMENTS

Brecknock Primary School follows the admission criteria of Camden Children and Families, which is in line with national legislature such as the Equality Act 2010. Priority is given to children with Statements or Education Health Care (EHC) plans and Looked After Children.

All parents and carers are encouraged to pay initial visits to the school and will meet a member of the senior leadership team. At Brecknock, we work closely with families and other professionals to better understand a child's needs and ongoing provision.

TRANSITION ARRANGEMENTS

Transition arrangements form a core part of ensuring a positive experience for any child especially children with special needs and or disabilities. At Brecknock we share information around practise and resource provision when a child is moving to the next class, joining the school or moving from the school. The ways in which we do this include the following.

- **Transition into Nursery and Reception:** Information is gathered from home visits, visits to previous settings, continuous dialogue with parents/carers, open days, information gathering from health visitors and other professionals working with the child and early reviews of progress.
- **Transition to or from another school:** A member of the School Leadership Team initially meets with the parent. Where the child has identified special needs, the SENDCO or a member of the School Leadership Team (SLT) will contact the previous setting to ensure all relevant information is collected e.g. individual support plans and learning strategies. Depending on the level of needs, the SENDCo, class teacher and support staff might visit the child in their current setting to have a better grasp of the child's needs and provision. The SENDCo will also meet with the parents soon after the child's starts to get a better understanding of the child's needs. We work with children, families and settings in the same manner when our children are going to another school.
- **Transition to secondary school:** This is supported by the School Leadership Team, Year 6 class teachers and the SENDCo. We support parents/carers through the decision making process which includes information gathering on school choices, completing transition forms, arranging visits to prospective secondary schools, induction days and sharing information and practice with secondary schools.
- **Transition into the next class:** Handover meetings are held between teachers and support staff. Pupil profiles are also passed on and these give an overview of the child's individual needs and provision. The SENDCo and Inclusion Leader will also meet regularly with staff to ensure provision is maintained in line with the child's needs and advice given by professionals working with the child.



LINKS WITH OTHER AGENCIES

At Brecknock Primary School, we have a wide range of agencies and organisations we work with in order to fully support our SEND children and implement inclusion. These could be in the form of direct support to individual children, groups of children, staff training or whole school development. These services include:

Specialist Service	Examples of what they do
Educational Psychologist	Observation and assessment of children. Advice to staff, parents and children.
Occupational Therapist	1:1 or group work with children. General support for schools including staff training.
Camden Language and Communication Service	1:1 work with children Staff training In class advice and support
TOPS – The Tavistock Outreach programme.	Child/family/parent therapy Group therapy sessions Consultations for staff
Camden Education Welfare Service	Support for the school to work with families where attendance is a concern.
Camden Sensory Support Service	Support for children and teachers on hearing needs and visual impairment.
The CAMHS Team	Support for the emotional and personal development of children.
MOSAIC	Multi agency assessment, diagnosis and support for disabled children & their families from 0-18
School Nurse	General medical support and screening, Medical Care Plans.
Families in Focus, Camden	Support wellbeing in the community, work with families

These services are involved when a child continues to make less than expected progress after classroom strategies and support over a period of time. They also support the school on early identification of SEND and effective support and interventions that we can put in place. Parents and the children are involved in the process of engaging with these services at every stage.



COMPLAINTS

At Brecknock, we work hard to make sure that our parents/carers are happy with provision for their children. However, we will address concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns and try to resolve these amicably. Complaints around SEND should initially be discussed with the SENDCo. If the matter is unresolved, then an appointment can be made to see the Head teacher or Deputy Head teacher. Parents or carers can also request to see the governor responsible for SEND, Syra Sowe.

A number of agencies are available to support parents with advice and dispute resolution.

- **SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service) previously known as the parent partnership service (PPS) offer impartial advice and information. **SENDIASS can be reached on 020 7974 6264.**
- **Camden Meditation Service** can help with resolving disputes and offer a mediation service that parents can access.
<http://www.kids.org.uk/Event/SEND-mediation-service>

In addition, if your complaints are not addressed satisfactorily, the school's complaints policy and procedure is available on the school's website.

Monitoring and Review

1. **SEND:** The SENDCo monitors the movement of children within the SEND system. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo also supports teachers in drawing up individual or group support plans for children.
The SENDCo, Inclusion team and Head Teacher hold regular meetings to review the work of the school in this area.
The SENDCo is an adviser to the pastoral and curriculum committee and keeps the governor with responsibility for SEND informed of procedures within the school.
2. **The SEND Policy:** The policy will be reviewed annually and any other adjustments will be made as at when required by taking on board the views of all school participants- pupils, parents/carers, governors and staff, as well as changes in legislature.



SEND Policy Access

The SEND policy will be available:

- On the school's website.
- From the school office.
- As part of staff induction.
- As a working document referred to in other school communication channels e.g.in the newsletter and staff meetings.

The Local Offers / SEND Information Reports

Camden: Camden Local Authority publishes on its website a Camden Local Offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which is replacing the SEND statement.
<http://www.localoffer.camden.gov.uk/>

Brecknock: The Brecknock Primary SEND Information Report sets out our provision for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them from and on to the next stage of their education.



Page 1: Passport - To be filled by the child/with the child.

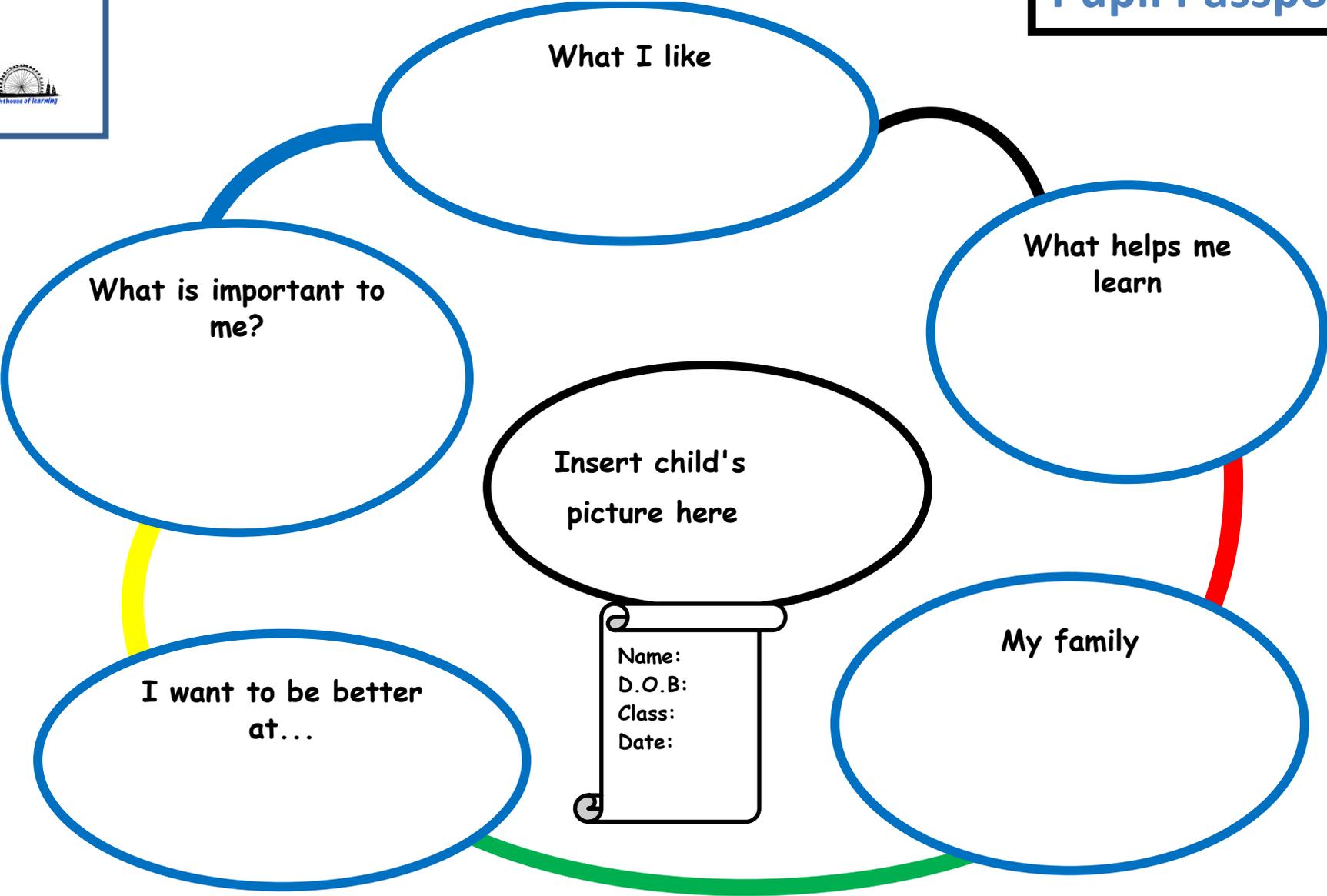
Page 2: Individual Support Plan (ISP)- Teacher, Parent and child.

Page 3: Provisional Map- Teacher.





Pupil Passport



Name:

Date of Birth:

Class:

Date of SP:

Date of review:

 <p>My Targets</p>	 <p>Help I will get</p>	 <p>How did it go?</p>

Category of Intervention: K, EHC

SEN Areas: Sensory & or Physical Needs
 Communication & Interaction Cognition &
 Learning Emotional, Social and Behavioural

Age Related Expectations
 Reading: Writing:
 Maths:



Provision Map:

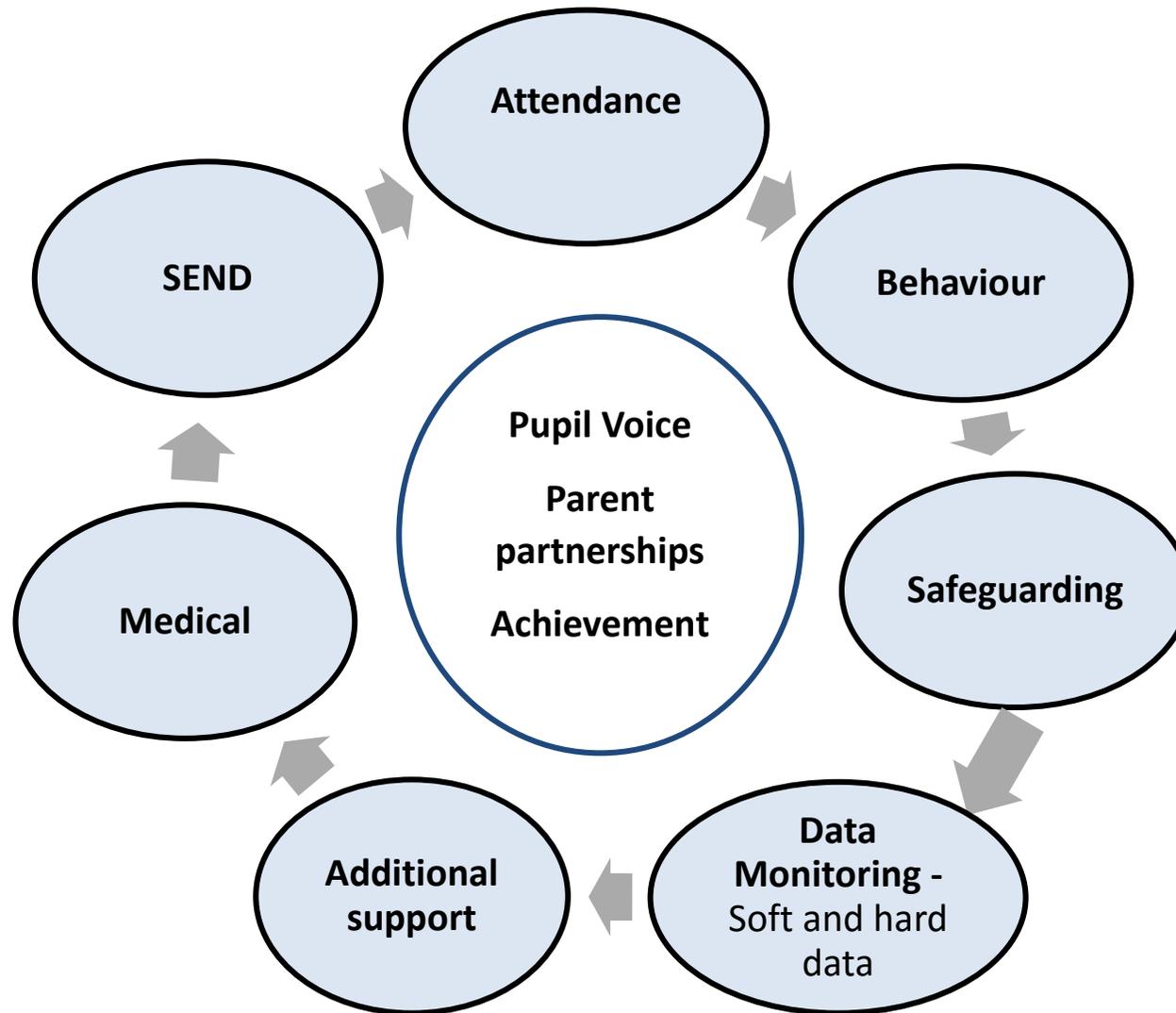
Brecknock Primary School						
Provision Map 2018/19		Name(s):		Term 1	Term 2	Term 3
		Class:		SEN Stage: K (SEN Support) or E (EHC plan)		
Cognition and Learning		Language and Communication		Social, Emotional and Mental Development		Physical Development
Literacy		Numeracy				
Universal Wave 1 approaches (Teachers to add as needed)		Word banks alphabet strips, b/d cards Multi – sensory phonics Small group phonics Coloured overlays / backgrounds Small group work Reading Buddy 1:1 Reading	Numicon Increased visuals/apparatus Small group work	Visual Timetable PECS Makaton Task board First/ Next/Last board Colourful Semantics Visuals Pre-teach vocabulary Task Checklist MRAF Modelling Language and question extension	Safe Area Work Station Specific Seating Place Individual reward system Emotional Barometer / Key ring Learning Breaks Timers Rainbow Room Behaviour Chart	Move n’ sit Cushion, Writing slope, Posture Pack, Pencil Grip, Alphasmart or Laptop, Glasses Sensory diet / Movement breaks Hearing Impairment adaptations Visual Impairment adaptations Write Dance Fiddle toys/fidgets OT toolkit strategy (note which one) e.g. heavy pressure, fine motor
Targeted support Wave 2 / 3		Precision Teaching Spelling Precision Teaching Reading 15 mins a day Catch Up Literacy Literacy Groups Fisher Family Trust Interv. Phonics Intervention Volunteer Reader	Number Box Precision Teaching Maths Catch Up Maths	Language group with TA Language group with Therapist Talk Partners Talk Boost Colourful Semantics Group Precision Teaching Box Clever Speech sounds/Speech link Language groups – EMA/EAL/Other	Behaviour Support Plan Positive handling plan Risk Assessment Social Story Behaviour For Learning Support Play skills Intervention SEAL Intervention Social Skills Intervention Circle of Friends	Fine / gross motor programme Motor Skills United Handwriting group Multi - Sensory Room Typing Program



Specific Individual Support Wave 2/ 3	Inclusion TA Reading Recovery Literacy consultants		Inclusion TA Numeracy consultants	Speech and Language Therapy TEACHH SCAS Referral Nuffield SPLAT Michael Palin Centre		Inclusion TA CAMHS Nurture Group TOPS Music Therapy Art Therapy / Play Therapy PLSS Support Psychotherapy Consultation		Hearing Impairment advisory service Visual Impairment advisory service Physical Disability Advisory service Occupational Therapy Physiotherapy Program Glasses Hearing Aid Other Health Service...			
Support for Every Child Matters Outcomes	Healthy <ul style="list-style-type: none"> • After-school sports club • Lunchtime Sports Club • Breakfast Club 		Safe <ul style="list-style-type: none"> • Playground Buddy support • Lunchtime Supervisor Support • Lunchtime Club • Learning Mentor • Playtime Club 	Enjoy/Achieve <ul style="list-style-type: none"> • Breakfast Club • Homework Club • Multi-media/music group • Choir • Recorder Group • Toy Library • Football Team 		Contribution <ul style="list-style-type: none"> • School Council • Class Monitor • Reading Buddy • Pupil voice • Librarian • Playground Buddy 		Economic well-being <ul style="list-style-type: none"> • PSHE • Peer mentoring 			
Additional Support for Inclusion	EMA <ul style="list-style-type: none"> • Partnership teaching • Scaffolds/resources • Renfrew Language Assessment • Classroom observation 		EAL <ul style="list-style-type: none"> • Peer buddying • Scaffold / Resources • MRAF • Observations 	Additional input: <ul style="list-style-type: none"> • Target Book • ABC chart • Home School Diary • Vulnerable children's grant 		SENDCo: Classroom observation / Strategies/Plan/Review/Meeting LACT: Observation/Guidance/Resources/Activities/ waiting for referral OT: Observation/Guidance/Resources/Activities/Sessions/ waiting for referral CLCS: Observation/Guidance/Resources/Activities/Sessions/ waiting for referral EP: Observation/Guidance/Resources/Activities/ waiting for referral PLSS: Observation/Guidance/Resources/Activities/Sessions/ waiting for referral SCAS: Observation/Guidance/Resources/Activities/Sessions/ waiting for referral CAMHS: Observation/Guidance/Resources/Activities/Sessions/ waiting for referral MOSAIC: Observation/Guidance/Resources/Activities/Sessions/ waiting for referral				<ul style="list-style-type: none"> • Accessibility evaluations • Family Counselling • Family Learning • Parent Coffee Morning Conferences • Home-School Liaison Officer support • Family Supper 	
	Camden Futures		Attendance Officer/EWO	Safeguarding Futures	1 st language assessment	Home/School Report/liaison	School Nurse /Medical referrals	Medical Care Plan			
	Families in Focus		Transition support programme	Hopscotch	MOSAIC	Family Support Worker	Young Carers				



Inclusion Team outline – Named members of staff contribute to respective sub teams.



Identified Focus Groups from data e.g. EAL, SEND, PP, LAC, WB, Vulnerable children

