Revised 2022

Brecknock Primary School
A lighthouse of learning

SEND Policy 2022-23

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Brecknock Primary School, Cliff Villas, London, NW1 9AL
Ph. 020 7485 6334 Email. admin@brecknock.camden.sch.uk

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1. Aims

This policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Brecknock Primary School, we believe that:

- Every child has a fundamental right to education and is entitled to the opportunities that allow them to achieve and maintain good levels of learning;
- Every child should have access to a broad and balanced education, including the provision of an appropriate curriculum based on national guidelines;
- Every child has unique characteristics, interests, abilities, and learning needs;
- Every teacher should be able to teach children with SEND and have high aspirations for all children;
- Parents/Carers have a vital role to play in supporting their child's education.

Our School Governors and our Inclusion Team are fully committed to making Brecknock Primary School an inclusive school community through the provision of appropriate resources, and through planning and teaching that addresses the varied needs of all our pupils.

We recognise that this commitment reflects our Rights Respecting School ethos and international human rights standards as expressed in the UN Convention on the Rights of the Child and a commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships, in line with the Equality Act 2010.

2. Legislation and guidance

This policy details Brecknock Primary School's individual approach to supporting children with Special Educational Needs or Disabilities (SEND), and outlines the school's commitment to fulfilling the responsibilities outlined in the SEND Code of Practice 0 – 25 (September 2014).

This policy also takes into account the following guidance and documents: Equality Act 2010; Advice for Schools (DfE Feb 2013); Schools' SEND Information Report Regulations 2014; Teachers' Standards 2012.

This document should be read in conjunction with our 'School Local Offer', which provides information to parents about the specific support that we offer children with SEND in our school.

You can also find information on the SEND services and support provided by the Local Authority here.

3. Definitions

According to the SEND Code of Practice, a child or young person has 'SEND' (or 'SEN') 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 or disability 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.

More specifically, in an education setting such as ours, a child is identified as 'SEND Support' when they need provision that is additional to or different from the educational provision normally available to pupils of the same age. The inclusion team uses information from families, children, teaching staff and other professionals to decide which children require SEND Support.

Of those children who are identified and classed as SEND Support, their needs are categorised according to one or more of the following broad areas of need. These categories help us to plan appropriate support for any children with SEND and are drawn from the Code of Practice:

- Communication and interaction e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Developmental Language Disorder (DLD)
- Cognition and learning e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- Social, mental and emotional health e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- Sensory and/or physical e.g. Vision impairment (VI); Deafness Multi- Sensory impairment (MSI); Cerebral Palsy etc.

Any child with a medical condition may have an Individual Health Care Plan, particularly those with long term or complex medications. In some cases pupils may have a medical condition and SEND, and their care will be well coordinated.

4. Roles and responsibilities

4.1 The Inclusion Team

Laura Lien is the Deputy Director of Inclusion and Learning & Designated Safeguarding Lead and is responsible for:

- Being part of the Senior Leadership Team (SLT).
- Safeguarding
- Supporting the SENDCO with medical and complex need cases

The Director of Inclusion at Brecknock Primary School is Michelle Rae. She holds a Masters of Education (SEND) as well as the National Award for SEND Coordination. She leads the inclusion team and supports the SENDCo, Marianna Slovackova.

The SENDCo is responsible for:

- Day-to-day implementation of this SEND Policy and overseeing the implementation of the school's Policy on Medical Needs and Supporting Pupils with Medical Conditions.
- 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, monitoring their progress;
- Ensuring that individual education plans (My Plans) are implemented 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 provision;
- Working closely with external agencies such as the Educational Psychology Service;
- Working closely with and supporting the named Governor for SEND, Syra Sowe.

- Supporting staff in achieving high standards in teaching to pupils across the N-11 age range, ensuring the needs and abilities of all pupils are met in accordance with the school policy.
- Supporting SLT team in the planning and assessment of intervention programmes.
- Keeping up-to-date existing monitoring and recording systems in order to track SEND pupils towards the achievements of targets set, including provision mapping.
- Building effective working partnerships with parents and other multi-agencies with the aim of enlisting best quality support and provision for individual pupils.
- Supporting SLT to monitor, evaluate and review pupil progress.
- Supporting teaching staff and teaching assistants in developing resources to enhance quality of teaching so the curriculum is differentiated and well matched to pupils' needs and aptitudes.
- Supporting SLT to ensure that the school's inclusion systems and equal opportunities are embedded in the curriculum and implemented by all staff.
- Providing support to colleagues and children in relation to speech, language and communication, such as in the areas of Makaton, Widgit and Colourful Semantics.
- Planning for transition of SEND children.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the Executive Headteacher, Head of School, Director of Inclusion and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Headteacher and Head of School

The Executive Headteacher and Head of School will:

- Work with the Director of Inclusion, SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Developmental Language Disorder (DLD), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

At Brecknock Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have a clear pathway in place that helps us to identify children to be monitored or those needing intervention support on the basis of the amount of progress they make (this can include academic attainment and also wider developmental or social and emotional needs). A child is identified as making less than expected progress, given their age and individual circumstances, when their progress:

- is significantly below 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.

We identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community, including the parents and families, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for, and supporting children to accelerate their progress and overcome their barriers to learning. Progress is monitored closely at termly pupil progress meetings and more regularly through teacher observations and assessment opportunities.

In addition, we ensure that we recognise and distinguish those factors which may impact upon progress and attainment but which do not, in themselves, constitute a Special Educational Need. For example:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

<u>Assessment On Entry/Early Identification</u>

When a child enters the school, we will gather paperwork from any previous settings and ask the parents/carers whether they have any SEND or broader concerns. We recognise that parents know their children best and it is important to listen and understand when parents express concerns about their child's development. We further assess all children during their first half-term in our school through careful and sensitive classroom observation and regular progress reviews. We take great care to establish whether lack of progress is because a pupil has English as an Additional Language (EAL), for example, by talking to the child (and parents) in her/his home language.

<u>Initial Concerns</u>

At any time, teachers, parents/carers, the Director of Inclusion, SENDCo, Senior Leaders and Head of School are available to hear or raise concerns about a child and to act accordingly. Throughout the year

we conduct sensitive classroom observations and thorough curriculum assessments, encouraging the different staff that come into contact with a child to share their observations. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure that we gather and evaluate all of the information about every child and use a graduated system to plan adequate support for all. This process is facilitated by a series of termly meetings outlined below.

Pupil Progress Meetings

These meetings are held termly between member of SLT and class teachers and provide an opportunity to review and discuss the progress of each child in the class and to correlate different data and observations, such as a child's attendance, attainment, progress, behaviour etc. The SENDCo will also look at a variety of additional reports (for example from the Assessment Leader, Pastoral Care Leader, EWO, or from Teaching Assistants who deliver interventions across the School) and will have an overview of whole school provision and of individual children's needs.

The teachers draw on the SENDCO's professional knowledge to affirm thinking and clarify possibilities, using the collated data and observations to identify children who may need extra support (based on the broader conception of progress outlined at the beginning of this document). This discussion focuses on identifying children who may be in need of extra monitoring or support and on reviewing those who have already been identified as requiring SEND Support. Some children's progress may be hindered by broader causal factors e.g. social or family circumstances that can be best managed through support from our Pastoral Care Leader or an outside agency. The SENDCo or Deputy Director of Inclusion will make an appropriate referral following parental consultation and consent.

In most cases the first response to an identified need should be class-based planning and monitoring, and then interventions targeted at a child's identified weakness. Teachers can plan specific programmes to support those needs. Once a programme of time-limited extra support has been planned, progress will be reviewed at the next Pupil Progress Meeting.

Where, despite personalised interventions, a child's progress continues to be unsatisfactory, the SENDCo in collaboration with parents will decide whether to add that child to the School's SEND Support list and to plan for further support under the leadership of the Director of Inclusion .

Those children who have already been identified as SEND Support (and are in receipt of additional educational provision) also have their needs discussed in dedicated meetings each term (SEND review meetings) between class teachers and parents. Please see the section on SEND Support for a full explanation of this process.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will always notify parents for their consent when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Graduated Approach to SEND

High quality teaching, adapted for the learning and development of all, is the first step in the educational provision that we offer all children. Some children may require a greater level of personalised, class-based, targeted support, which is planned for by the class teachers. This may include making adaptations to the learning environment or to the method of teaching delivery, specific groupings based on ability, additional adult support in class, additional learning supports such as visual aids or assistive technology, etc. Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the SENDCo, will plan for additional monitoring intervention to accelerate a child's progress.

Monitoring

- When a teacher has initial concerns around a child's progress, they will plan for additional class-based support and differentiation to address those needs. These measures will be recorded on weekly planning formats and teachers will evaluate their progress. A 'record of concern' on CPOMS may be completed and forwarded to the SENDCo for monitoring.
- Any child who is being monitored will be reviewed during class teachers' PPA (Planning, Preparation and Assessment) time. If a child fails to make adequate progress during this monitoring period, teachers will plan additional interventions for the child.

Intervention Support

In addition to class TAs overseen by the SENDCO, we have two HLTAs who deliver interventions in EYFS, KS1 and KS2.

A child's needs may be best supported by regular small-group or 1:1 withdrawal sessions each week. This support is delivered by a trained member of staff and will target specific areas of need to support a child's progress in areas of weakness.

- The agreed areas of support, and intervention strategies, are selected from a range of high quality and evidence based interventions. These might include the use of one or a combination of provision.
- Where specific interventions are used, the pupil's progress will be measured within a given time-span.
- Targets will be set for the child and these will closely monitored.
- The SENDCo records any interventions on a whole school provision map.
- The progress of the child is reviewed at least termly during the process outlined above.
- The parents of a child who has been identified as needing intervention support will be notified of this provision.
- Any child who fails to make adequate progress following this cycle of Assess/Plan/Do/Review is then considered by the SENDCo, who will help to plan further support or agree to identify that child as SEND Support. Parents will be consulted of this at every step.

SEND Support

- A child's needs are categorised as 'SEND Support' when the child has continued to make little or no progress in specific areas over a long period despite adapted learning opportunities together with targeted interventions. In some cases, a child's SEND may be immediately apparent and the SENDCo will agree to identify those needs and make appropriate referrals immediately.
- The decision to identify a child as SEND Support must always be agreed by the parents/carers.

- Provision for children who are identified as SEND Support will be overseen and coordinated by the SENDCo.
- Individually administered interventions and assessments, made by the school or by outside agencies, are managed by the class teacher and the SENDCo along with SLT. Targets are set on a child's My Plan and these will be reviewed termly.
- Where appropriate, additional support and advice should come from relevant outside agencies, either to the child, class teacher or parent/carers.
- We will ask for parental permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and reports.
- A referral form (usually an e-CAF or SPOR) is completed with the parent/carer and child, for any child needing outside agency support.
- Parents are kept informed about interventions and support that the child is receiving.
- Progress is monitored throughout the year by the class teacher, SENDCo and other Senior Leaders.
- Any child who is identified as SEND support will have the opportunity for a dedicated termly meeting with their parents and class teacher (and sometimes the Deputy Director of Inclusion or other professionals).

SEND Review meetings

- During these meetings, the parents and class teacher discuss their aspirations for the child, how effectively provision has been delivered, what is and is not working well, progress towards short term targets and longer-term objectives, next steps/new goals and support needed to achieve these goals.
- Advice and guidance is shared on how parents can help their child at home to reinforce or contribute to progress.
- Wherever possible, children's views are collected beforehand and taken into account.
- Based on information gathered during the meeting, targets are reviewed and set. These targets may also incorporate advice from outside agencies. Targets are recorded on a child's My Plan.
- A copy the child's My Plan is sent home to the parent/carer. They are encouraged to discuss and contribute in this process through the meeting and by making amendments to the draft copy.
- A copy of the child's My Plan is also given to all those working with that child.
- The My Plan is updated termly and includes a scale to measure progress towards each target.

Criteria for Exiting The SEND Register/SEND Support

Where a child has made significant progress and the class teacher, SENDCo and parents feel that their needs can be met within the normal educational provision available to a pupil of that age, the child's progress will be celebrated. The SENDCo will consider removing that child from the SEND Support profile, although they will continue to be monitored closely by the class teacher and SENDCo.

The majority of pupils with learning difficulties will have their special educational needs met at 'SEND Support'. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing intervention at SEND Support, there is evidence that the child is still experiencing severe, long-term and complex difficulties, the SENDCo and parents/carers would consider referring the pupil to the Local Authority for an Education, Health and Care needs assessment.

Education, Health and Care Plans

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet

those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The Education element of the plan will explain what is needed for the child/young person to attend school and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school.

The Health element of the plan will set out any health services or health support that the child needs to ensure they can attend school and participate fully in school life.

The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the SENDCo will work closely together with parents and children to explain the process and gather their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the school has collected, will be sent to a panel convened by Camden Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. In some cases, the school may be given help to access the resources in the Local Offer www.localoffer.camden.gov.uk, without the need for an EHC plan.

If Camden SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Camden will provide. This support varies depending on the pupils' needs and may include:

- One-to-one or small group support from a Teaching Assistant;
- Teaching support on a weekly basis;
- Transport support;
- The provision of specialist equipment or advice from outside agencies such as Speech Therapists or Occupational Therapists.

If an EHC Plan is agreed, parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Throughout the process, parents' and/or carers' views, supported by professional assessments, will be used to create the EHC Plan. Where the child is old enough and able, we encourage the child to contribute to planning too.

Once an EHC Plan is issued, the Director of Inclusion and SENDco ensure that all of the actions and provision outlined in the Plan as the school's responsibility are carried through. In addition:

- There is a continuation of the current school-time provision for the child as outlined in the SEND Support section;
- Targets are set for the child based on the EHC Plan;
- The class teacher, SENDCo and outside agencies complete a My Plan in collaboration with parents/carers and children, detailing the special provision to be made for that child;
- The progress of the child is reviewed termly;
- This process is supported by members of the SENDCo and Senior Leadership Team;
- The outcomes and provision detailed in the EHC Plan are formally reviewed annually, in collaboration with any relevant outside agencies, and with parents/carers and children, and is then submitted to Camden Council for approval.

EHC Plans include key targets and detail the provision and support needed to achieve those. However, the EHC Plan now covers the child/young person from age 0 up to 25 years of age, focuses more on long-term and medium-term outcomes, and aims to place greater emphasis on the views of the families and children/young people concerned. An EHC Plan is legally binding and usually implies provision of additional resources for the school and/or family.

Further information can be found in the Camden Local Offer http://www.localoffer.camden.gov.uk

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the child is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition Arrangements

The school places great emphasis on sharing information and providing supported, positive transitions for all pupils moving to or from the school. When a child moves up to the next class, we organise handover meetings where teachers and support staff make sure that the new Class Teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. In addition:

- Transitions to secondary school are supported by our Senior Leaders, Y6 team, Community Liaison Officer and SENDCo. Procedures include induction days, transition meetings with parents, visits to secondary schools, visits from Secondary SENDCos, supporting parents to complete transition forms, and 'parent-to- parent' information sharing about secondary school choices;

- Transitions to and from our school include sharing information from/with other settings. Where a child has SEND, the SENDCo will directly make contact with parents and the previous setting. Teaching staff go through the routines and timetables with the new child and provide a pupil buddy during the settling period.

5.6 Our approach to teaching pupils with SEN

Supporting Teaching and Learning

Brecknock Primary School leaders and the SENDCo work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully adapted planning which ensures that all children are able to make progress;
- supporting the class teacher to take full responsibility for the learning and progress of all children;
- using a wide variety of teaching approaches, including guiding learning through demonstration;
- creating visually supportive, communication friendly classrooms;
- providing visual support material;
- providing a stimulating, rich and interactive classroom environment;
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding;
- using our marking policy to make sure that children know how to improve their work;
- providing additional adult support from well trained and well supervised Teaching Assistants

- making available specialist equipment and digital /assistive technology to support access and participation in learning.

Expertise and Training of Staff

All Teaching Assistants receive regular training that is responsive to the SEND needs within the school. In addition, they attend individual training sessions to develop their specialist knowledge, for example about particular SENDs or approaches, or individual medical needs. Teachers and Support Staff also undergo a rigorous performance management process where their training needs are identified and supported by Senior Leaders and their progress is reviewed regularly.

Two HLTAs are working within two areas of specialism of Language and Communication and also Occupational Therapy and also a source of expertise for other support staff to call on.

We regularly review and evaluate the interventions we offer in school to ensure they are impactful and well matched to the specific needs of the children. Some of the interventions provided in school include:

- *Early Years & KS1 Talkboost* supports language delayed children with their language and communication skills.
- *Box Clever* aims to provide play experiences at the same time as language stimulation.
- *Attention (bucket) Autism* aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.
- *Talisman Reading Series and Little Wandle SEND*, targeted to small groups of early readers.
- *Precision Teaching* sets carefully designed tasks to allow children to practice key skills until they are fluent. It provides the mechanisms for assessing and monitoring progress.
- *Nessy Reading and Spelling* is an adaptive program that generates tailored lessons to help the individual student target areas of weakness in their learning through spelling games and phonics play.
- Nuture Groups or Social skills/Friendship groups are run by SLT or Learning Mentor support sessions are provided for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.
- *Handwriting Without Tears* provides developmentally appropriate instructions for handwriting.
- *Nessy Fingers* supports children in developing touch typing skills.
- *Lego Therapy* and *Socially Speaking* to support communication and interaction skills
- *Sensory Circuits* to support attention and sensory needs and dysregulation

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Carefully planning our curriculum to ensure all pupils are able to access it using adaptive teaching, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Utilising the '5-a-day approach' including using explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing high-quality universal provision throughout the school, including visually supportive resources such as Colourful Semantics, Visual Timetables, Social Stories, Makaton and Widgit symbols to support understanding.

5.8 Additional support for learning

Brecknock Primary School has a wide range of links with different agencies and organisations who may provide direct support to individual or groups of children, or who may facilitate whole improvement and staff training. These services include:

- The Health Service, through the school nurse
- Occupational Therapy Service
- The Educational Psychology Service
- The Primary Learning Support Service (Robson House- behaviour support)
- Camden Language and Communication Service
- Camden's attendance service (PAS)
- Social Services
- CAMHS and MHST

5.9 Resource Allocation and Funding

The Local Authority distributes Brecknock Primary School Primary's SEND funding but our school decides how to spend this money. Like all mainstream schools, we have up to £6,000 from our SEND budget to spend on each child who needs additional support to make progress. The SENDCo, with the support of the Senior Leadership Team and Director of Inclusion, organises and plans the amount of additional in-class and external specialist support required by pupils at the level of SEND Support. Pupils at SEND Support level are funded by a combination of the existing budget 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 £11 000 on each pupil with SEND. If the evidence supports it, the Local Authority will make additional 'top up' funding available from what is called the 'High Needs Block'. The High Needs Block 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. The High Needs Block provides:

- Top-up funding, including the funding for EHC plans;
- 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 schools 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. Please see our policy on Pupil Premium Funding (available on the website) for a full explanation of how Brecknock Primary School spends this money.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (My Plans)
- Reviewing the impact of interventions during Pupil Progress Meetings
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Brecknock is committed to inclusion and we endeavour to ensure that the appropriate provision is made to cater for all children's needs. Children with SEND will be admitted to Brecknock in line with the schools' admissions policy and on an equal basis with all other children according to the criteria set out, taking into account the suitability of the child to mainstream education, and availability of resources and facilities to meet that child's needs.

The school will work closely with outside agencies, health professionals and parents to ascertain whether a child has been identified as having SEND. If the school is alerted to the fact that a child may have a difficulty in learning, they will collect all relevant information and plan a relevant, suitably adapted curriculum.

We are dedicated to inclusion and aim to ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development and mental health

We are dedicated to supporting children's mental health and their emotional and social development. Further information can be found in our RSE, Mental Health, Behaviour and PSHE Policies.

SLT and the learning mentor support children on a 1:1 basis and in small groups. We are also supported by colleagues from the Mental Health Support Team in Schools (MHST).

We teach a values-based curriculum with frequent opportunities for children to develop their knowledge and understanding using the language of rights. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and all other councils and groups
- Pupils with SEN are also encouraged to join before and after school provision and enjoy a range of wider opportunities

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

Brecknock Primary School has a wide range of links with different agencies and organisations who may provide direct support to individual or groups of children, or who may facilitate whole improvement and staff training. These services include:

- The Health Service, through the school nurse
- The Educational Psychology Service
- Occupational Therapy Service
- Camden Language and Communication Service
- The Primary Learning Support Service (Robson House- behaviour support)
- Camden's attendance service (PAS)
- Social Services (CSSW)
- CAMHS/MHST

For more information on these and other services available in our school, please see Brecknock Primary School's Local Offer on our website.

5.14 Complaints about SEN provision

At Brecknock Primary School, we are responsive to any expressions of concern made by parents and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should initially contact the school office to make an appointment with the SENDCo. If the matter remains unresolved then an appointment should be made to see the Director of Inclusion or Head of School. Parents may also ask to contact the Governor responsible for SEND, Syra Sowe.

There are also a number of agencies available to support parents with advice and dispute resolution. SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service), previously the Parent Partnership Services (PPS), can offer impartial advice, information and support and can be reached on 0207 974 6264 or at http://www.sendiasscamden.co.uk

5.15 The local authority local offer

Our contribution to the local offer is here.

Our local authority's local offer is published here.

6. Monitoring arrangements

We review the information about SEND in this policy annually and make adjustments as appropriate. Our review involves staff, Governors and parents/carers.

This SEND Policy is available:

- on the school's website;
- as a paper copy from the school's front office;
- as part of induction for new staff;

We ensure that the whole school community knows about the policy through the school newsletter, teacher- pupil in-class discussion, staff meetings and other communications.

Complaints about SEN provision in our school should be made to the Director of Inclusion in the first instance. If unresolved, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

7. Links with other policies and documents
This policy links to our policies on:

- Accessibility
- Behaviour
- Equality
- Supporting pupils with medical conditions