



SEND Policy and School SEND Information Report

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Children at Bratton Primary will leave us being confident, curious and considerate individuals who are socially and academically equipped to meet the challenges of the modern world and it is our job to ensure they all aspire to the highest levels of personal achievement and development.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Laura Gullen. Mrs Gullen is currently on the Senior Leadership Team.

They will:

- Oversee the day-to-day operation of the school's SEN policy.
- Co-ordinate provision for children with SEN.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN.
- Advise a graduated response to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

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

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, Asperger's Syndrome, 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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose 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

This may include progress in areas other than academic attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our teaching, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

Our school prepares pupils for transition by ensuring that they have additional transition sessions at their new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Fine motor skills intervention
- ELSA support
- Precision teaching
- SALT
- Phonics catch up

All children on our SEND Register will have personalised targets or outcomes, setting out any provision that is additional to or different from usual classroom provision.

This may take the form of:

- An Individual Educational Plan (IEP)
- A My Support Plan (MSP)
- An EHCP (An Education and Health Care Plan), also known as a 'My Plan' in Wiltshire

Individual Education Plan (IEP)

When a child has been identified as SEND in the early stages, they will often require an Individual Education Plan (IEP) to set out targets that will address their individual needs. This will be written by the class teacher, using the school's proforma and will be shared with the parents and the child. The IEP will be reviewed at least three times per year, or sooner if the targets are met earlier or need adjusting. The targets on the IEP must be 'SMART' (Smart, Measurable, Achievable, Realistic and within an appropriate Time frame) The IEP may include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- The resources needed.
- The review date.

My Support Plan (MSP)

A My Support Plan (MSP) is a way of supporting children in the SEN Support category who do not yet meet the criteria for an EHCP. They are developed by the SENCo, the child's teacher, the parents and any other outside agencies that may be involved. The plan focuses on 'outcomes' that the child will aspire to meet and is a child centred document. At Bratton Primary School, a MSP will be reviewed three times per year.

Education and Health Care Plan (EHCP)

A small number of pupils, whose needs are complex and long term, may require a greater level of support than can be offered at SEN Support level by the school's own provision and resources. The school will request an assessment of education, health and care needs from the Local Authority (LA) when, despite sustained intervention over time, the child's needs still remain a significant concern. An application is usually considered after at least three clear review cycles of the My Support Plan document. A SEND Lead Worker will then be requested by the school to assess whether it is necessary to proceed for an application for an EHCP. The SEND Lead Worker is also responsible for coordinating and developing the EHCP if the

application is approved by a panel of professionals. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil
- The WGRSS
- A My Support Plan
- Educational and other assessments completed by relevant outside agencies
- Views of parents

The entire process takes 20 weeks. In Wiltshire, an EHCP is called a 'My Plan' to reflect its child centred nature. The school is required to conduct an annual review of the EHCP (or 6 monthly if the child is less than 5 years of age.) Parents, pupil, outside agencies, class teacher, SENCO, and/or Headteacher will attend this review.

One Page Profile (OPP)

A One Page Profile will be created for all children in receipt of SEN Support or who have a MSP or an EHCP. A One Page Profile captures the most important information about the child's needs on a single sheet of paper under three headings:

-What people like about me

-What is important to me

-How best to support me

A One Page Profile provides an 'at a glance' way of knowing what really matters to a child and how they learn.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

In our school, we have teaching assistants who are trained to deliver interventions such as SALT and ELSA support.

Teaching assistants will support pupils on a 1:1 basis when appropriate.

Teaching assistants will support pupils in small groups when appropriate.

We work with the following agencies to provide support for pupils with SEN:

Educational Psychologist, Specialist SEN Service, Speech and Language Service, Behaviour Support Service, Social Services, health specialists and other local authority personnel.

5.9 Expertise and training of staff

Through the monitoring and evaluating of our provision, the SENCO will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives.

Staff who attend further courses will provide feedback at staff meetings on those courses attended and their contents. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN/D provision

5.10 Securing equipment and facilities

There are no specialist facilities for children with SEN at Bratton Primary School.

All equipment is stored securely by the appropriate member of staff.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their targets and outcomes each term
- Reviewing the impact of interventions at the end of a term
- Using pupil/parent questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school club.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/sporting events at other schools

No pupil is ever excluded from taking part in these activities because of their SEN or disability and reasonable adaptations are put in place in order to support them to access these activities.

Normal admission arrangements apply. The admission policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, ethnicity, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, school staff will work with the governors will make reasonable adjustments to ensure that the child's needs are fully met. If a child is transferring into the school with a EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA (Wiltshire) to ensure their needs can be met.

Any variation to the above will need to be agreed by the full Governing Body.

Please refer to the school's accessibility policy on our school website

5.13 Support for improving emotional and social development

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.
- Pupils with SEN are given access to ELSA support with a trained Teaching Assistant.

We have a zero tolerance approach to bullying. Please see our school's behaviour policy and our anti-bullying policy.

5.14 Working with other agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for the children with SEN/D. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychologist, Specialist SEN Service, Speech and Language Service, Behaviour Support Service, Social Services, health specialists and other local authority personnel. Any of these agencies may be involved in the construction, delivery or review of targets set in the child's support plan in order to ensure their attainment is raised.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. 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

5.16 Contact details of support services for parents of pupils with SEN

We will always support parents in accessing appropriate support and will signpost them to the appropriate services, for example the Wiltshire Parent Carer Council.

5.17 Contact details for raising concerns

If pupils or parents have a concern about the SEN provision, they can contact the school SENCo or a member of the Senior Leadership Team, in the first instance.

5.18 Copy of Information for SEN page on the school website

See Appendix 1

6. Monitoring arrangements

This policy and information report will be reviewed by The Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour / Anti-bullying
- Equality and diversity policy
- Teaching and learning policy
- Complaints policy

Appendix 1

SEN information for the school website

At Bratton Primary School we believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best. We aim to ensure that children and young people with special educational needs and or disability (SEN/D) engage in the activities of the school alongside pupils who do not have SEN/D.

SEN/D Provision

All pupils will have access to a broad and balanced curriculum. Our teachers set high expectations for every pupil, whatever their prior attainment and they use appropriate assessment to set targets which are deliberately ambitious.

Potential areas of difficulty are identified, using the WGRSS (Wiltshire Graduated Response to Supporting SEN) and addressed at the outset and lessons are planned to address areas of difficulty and to remove barriers to pupil achievement. Quality first teaching will support the children through scaffolding and learning aids. Specific interventions the child receives is recorded on an individual intervention and tracking record. This allows the teachers to track the child's progress and attainment, both in the long and short term, linking to the provision they are receiving.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for co-ordinating the day-to-day provision of education for students with SEN/D. This is currently Mrs Gullen.

Arrangements for co-ordinating educational provision for students with SEN/D

All class teachers have responsibility for meeting the needs of all students including those with SEN/D.

The needs of students with SEN/D are discussed with all staff prior to the beginning of each school year. The special needs list is up-dated after student SEN/D review and is constantly under review. Teacher assess the children in their class termly, reviewing the needs of the children regularly throughout the year. Therefore, evaluating the effectiveness of the provision.

Teaching assistants work closely with teachers and the SENCO to ensure that adjustments and interventions are having an impact and resulting in sustained learning. The deployment of our teaching assistants is directly linked to the needs of the children within the school, which is reviewed termly.

The progress of pupils with SEN/D is reviewed at the end of each 'big term' – Autumn, Spring, Summer. Parents with pupils who have funded My Plans are an integral part of Annual Review process. Parents are also welcome to book an appointment with their class teacher or Mrs Gullen (SENCo) at a mutually convenient time, if they have any concerns between review meetings. The children play a key part in their own development. Therefore, when appropriate, the children are invited to review meetings and are consulted with regularly.

Admission arrangements

Students with SEN/D are admitted on exactly the same criteria as other students. Provision for students with SEN/D, including those with education, health and care plans (EHC) is reviewed on entry and continuity of support is maintained where possible.

Links with other schools, agencies including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and School Start where necessary. Children are invited to visit Bratton Primary School for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Close links are maintained with secondary school in the Bratton/Westbury area, to ensure smooth transition between Years 6 and 7. Transition arrangements include a pre-visit by all children to the secondary school. Meetings are held for all parents of children in Year 6 during the Spring term with the opportunity for parents to visit the secondary school in the Summer term and discuss any individual needs. Staff from the secondary schools visit Bratton Primary School ahead of the transition to secondary.

Special Educational Needs Specialisms and Special Units

There is no special unit on the site.

The school aims to meet a range of special educational needs, including those Moderate Learning Difficulties and Emotional/Behavioural Difficulties, which would be expected to be found in a mainstream school. This also includes children who are looked after by the local authority. The member of staff responsible for looked after children is Mrs Callaway.

The school has specialisms in dyslexia and social and communication difficulties and class teachers plan adjustments so that all pupils are included in all lessons. The social, emotional and mental health of children with SEN is supported through our ELSA (Emotional Literacy Support Assistants) team. This is essential to ensure children with SEN are fully integrated into school life. This includes listening to the views of individual children and preventing bullying from peers.

When identified by the use of the WGRSS document, when children's needs are significant and require specialist provision, we work with outside agencies such as Learning and Behaviour Support, Educational Psychological Service, Speech and Language Support and a Parent Support Advisor.

The SENCO has certification in 'Vulnerable Learners and Inclusion'.

Special Facilities

At present all areas in the school building are not accessible to students in wheelchairs. There is a toilet for disabled people. There are members of staff who are qualified First Aiders, with some Staff having attained Paediatric First Aider level. There is a dedicated SENCO/Inclusion Lead meeting room. Additionally, other meetings rooms and spare classroom is regularly used by the Educational Psychologist, Learning Support Teachers and Speech and Language Specialists. All classes have space available for specific group/individual work.

More Information

If you require more information please contact your child's class teacher, Mrs Gullen (SENCo) or contact Mrs Bunce (Admin Officer) on 01380 830511 or admin@bratton.wilts.sch.uk

Our SEND policy is available online. You could also visit www.wiltshirelocaloffer.org.uk for further information and support.

If a parent with a child with SEN wishes to make a complaint, it is paramount that they follow our complaints procedure. The first step, will always be to speak to the class teacher and/or the SENCO.

Policies to refer to:

- SEND policy
- Equality and diversity policy
- Teaching and learning policy
- Behaviour and anti-bullying policy
- Complaints policy

Appendix 2

Glossary of Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BSS	Behaviour Support Service
EHCP	Education and Health Care Plan
ELSA	Emotional Literacy Support Assistant
IEP	Individual Education Plan
LA	Local Authority
MSP	My Support Plan
OPP	One Page Profile
OT	Occupational Therapy
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SMART	Smart, Measurable, Achievable, Realistic and within an appropriate Time frame)
SSENS	Specialist SEN Support Service
TA	Teaching Assistant
WGRSS	Wiltshire Graduated Response to SEND Support

Appendix 3
SEN Flowchart

