



**Brodetzky Primary School  
Governing Body Documents**



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## **Brodetzky Primary School Policies**

**Policy Name: SEND & Inclusion Policy**

**Date: July 2021**

**Review Date: July 2022**

**Committee Responsible: Pupil Support**

**For website publication: Yes**

**SEND Governor: Lisa Baker**

**SENCo: Helen Biggs (Louisa Simons-Acting SENCo)**

**Senior Leadership with SEND responsibilities: Sagi Yechezkel**

### **Inclusion statement**

The staff at Brodetsky Primary School (BPS) are committed to the inclusion of all children and no pupil will be treated differently. Every teacher is a teacher of every child including those with SEND.

We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to children's diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every pupil

### **Objectives of the policy**

This policy follows the SEND Code of Practice (2014), including children/young person's 0-25yrs.

At BPS the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. Teachers have high expectations for every pupil, whatever their prior attainment and use appropriate assessments to set targets which are deliberately ambitious. We believe that by making higher quality teaching available to the whole class, fewer children will require additional support.

At BPS: -

- We ensure that all children have access to a broad, balanced and relevant curriculum whatever their individual needs.
- All staff are responsible for the early identification of emerging difficulties, assessment, monitoring, teaching and inclusion of children with SEND.
- Class teachers will use a range of differentiation to provide effective learning opportunities for all children. A variety of approaches will be delivered – differentiation, 1-1, whole class, within the class or as part of an intervention group.
- Where a child is identified as not making adequate progress, provision that is additional to or different from that is provided as part of the school's usual differentiated curriculum will be given.
- We recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional, external help the child may need.
- We work in partnership with the parent/carers, child (where possible), staff, governors and outside agencies.
- Where a child is identified as having special educational needs an Individual Education Plan (IEP) will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated 3x annually and involve the parent, child (where possible), teacher and external agencies (if necessary).
- We enhance self-esteem by setting appropriate targets.
- We make full use of all the support agencies that have been made available through Leeds City Council.

- All children with SEND are fully included in the educational and social life of the school.
- All children with SEND are actively involved in their own learning.

### **Code of Practice**

The Code of Practice offers guidance designed to help schools make provision for children with special educational needs following Identification and Assessment of Special Educational Needs.

### **Areas of Need**

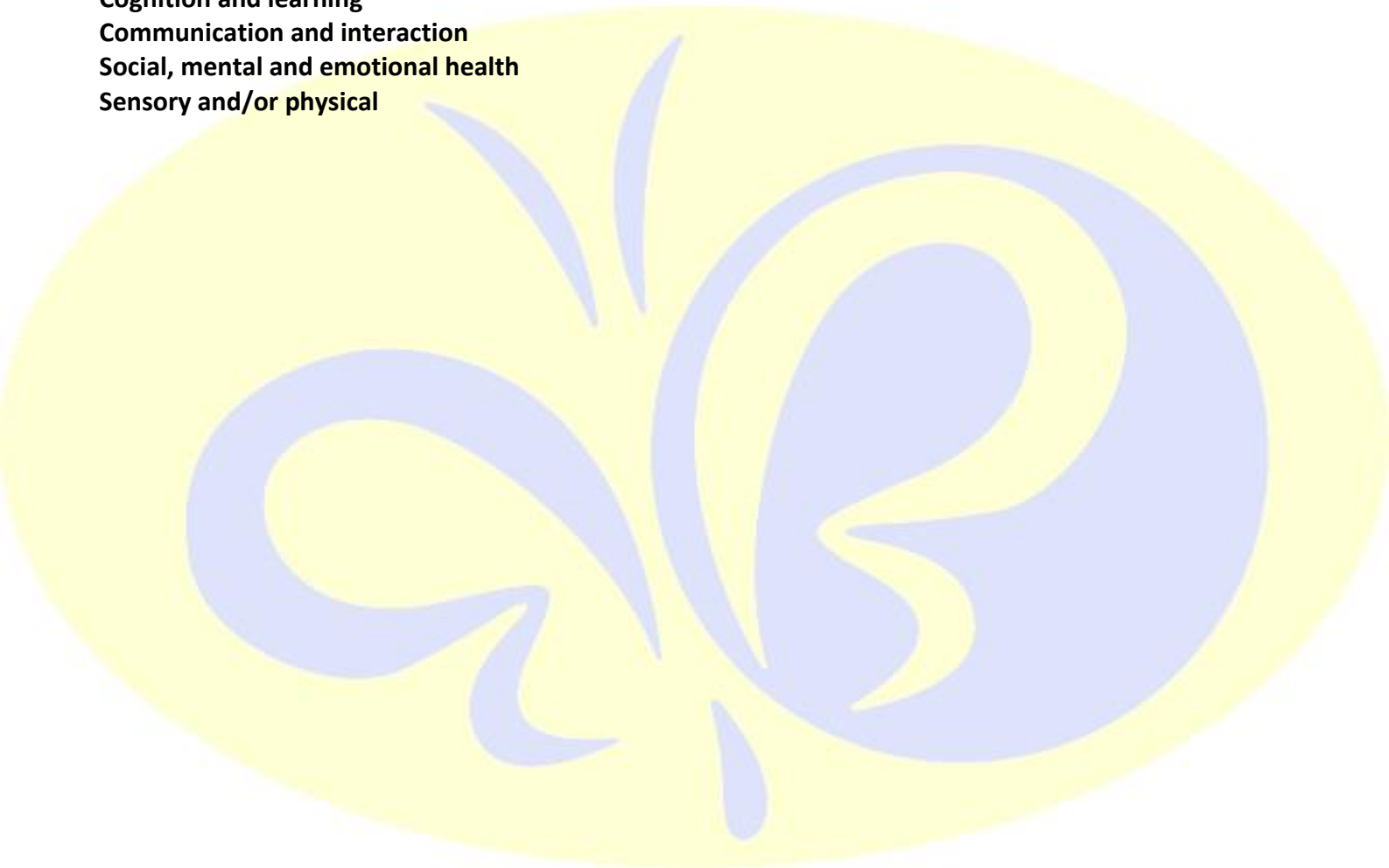
Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

**Cognition and learning**

**Communication and interaction**

**Social, mental and emotional health**

**Sensory and/or physical**



These 4 areas give an overview of the range of needs that should be planned for. Once these areas have been identified, we can plan the action we need to take. They are not intended to categorize a child/young person.

### Identification and Assessment

The importance of early identification of emerging difficulties, assessment and provision for any child who may have special educational needs cannot be over emphasized. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. Quality first teaching is the starting point for all children, especially those who may have or have SEND. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress. In identifying children who may have special educational needs we can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment cycle.
- The outcomes from baseline assessment results.
- Their progress against the National Curriculum age related expectations.
- Standardised screening or assessment tools.

### School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of children's difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways, i.e.

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Once your child has been identified as having a special educational need, school will carry out 4 actions, **assess, plan, do, review**- this is known as a **graduated response** called **SEN support**. This must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully.

When the class teacher has identified a child with SEND, they will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. These interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. If your child:

- Makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- Has poor attainment in some curriculum areas

- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Then...

The school SENCo, with the consent of the parent(s) will contact external agencies. After a referral has been made, the relevant agency will usually observe the child in school, if that is appropriate and practicable. Advice may then be passed onto the class teachers so that they can incorporate this advice into their personal planning and IEP's if necessary. IEPs are a tool teachers will use to provide new targets and strategies. Sometimes, external agencies, for example, Speech and Language Therapist, may provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

### **Education, Health & Care Plans (EHCP)**

At BPS if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LEA for an assessment for a possible EHCP. When a child is brought to the attention of the LEA by a request for an EHC Needs assessment, the LEA must decide within six weeks whether to carry out such an assessment.



In considering whether this is necessary, the LEA will pay particular attention to:

- Evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled “Inclusion: Providing effective learning opportunities for all children”
- Evidence provided by the child’s school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child’s learning difficulties
- Evidence of action already taken by the child’s school to meet and overcome these difficulties
- Evidence of the rate and style of the child’s progress
- Evidence that where some progress has been made, it has only been as the result of the additional support from the teacher

If your child receives an EHC plan, then it will be reviewed annually with support from the local authority.

### **Individual Education Plan**

An IEP should be used to plan the interventions for individual children. It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the child achieve identified targets. An IEP should focus on up to three or four key individual targets and should include information about:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when IEP is reviewed)

### **Group Intervention Plan**

When children in the same group, class or subject lesson have common targets and hence, common strategies, a group learning plan can be drawn up rather than producing IEPs for each child.

### **Monitoring and Reviewing IEPs**

Ideally, IEPs should be continually kept under review. However the success of all IEPs will be evaluated three times a year.

### **Monitoring and reviewing pupil’s progress**

The records kept in school are appropriate for all children, and are recorded using our assessment tool, Target Tracker as well as on CPOMS. It is important that records for all children are accurate, yet as positive as possible. This is particularly important for children with special needs. Teachers have Pupil Progress Meetings 3 times a year to discuss children's progress. Within these meetings individual data is discussed and any concerns are always flagged up with strategies put in place to support individuals.

### **Class Special Educational Needs and Disabilities Folder**

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within her class. It contains IEP's and any other relevant information on individual children. A section within the file also contains relevant articles and information about specific SEND topics and INSET notes. At the front of the file there is a medical information sheet about all the children within the class. This is confidential. If the teacher is away, this information should be offered to the supply teacher. During the year children's needs change. They may cease to need additional support, and so an appropriate comment can be added.

### **Supporting Children at School with Medical Conditions**

Children at Brodetsky with medical conditions are properly supported so that they have full access to education including school trips and physical education.

The governing body must ensure that arrangements are in place in school to support children at school with medical conditions.

The governing body should ensure that school leaders consult health and social care professionals, children and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Children with medical conditions which may impact on their education or time in school will be given an Individual Health Care Plan. This will outline the child's condition and what needs to be in place in school to meet their needs. This plan will be accessible to all practitioners who have contact with the child. Provisions will be put in place in the event of a sustained absence from school due to an identified medical condition to ensure that, where appropriate, the child will have access to the curriculum and not miss too much work. Where this is not appropriate, provisions will be made to ensure that a phased return is implemented and work is differentiated to take into consideration topics missed during the absence.

During out of school trips and activities, measure will be put in place to ensure that children with medical needs can take part. These will be in the form of risk assessments, extra staffing and liaisons with the LEA Health and Safety team.

The school database is updated as and when information comes into school about an identified medical condition and major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every term and kept in the class SEND file.

However, a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered.

### **The role of the SENCO**

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs and disabilities.
- Liaising with and advising teachers. Providing assistance with IEP's if needed.

- Overseeing the records of all children with special educational needs and disabilities.
- Liaising with parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and Educational Psychology services, health and social services, and voluntary bodies
- Attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- Work closely with the nominated Special Needs Governor, Lisa Baker
- Will work closely with parents, meeting as and when necessary.

### **The Role of the Support Team**

Our support staff work, including Nursery Nurses, Teaching Assistants and Higher Level Teaching Assistants work with individuals and groups of children, directed by class teachers so that children are offered a range of opportunities to develop their skills, knowledge and understanding in all areas of the curriculum. Support staff are also trained to deliver 1:1 interventions, Speech and Language Therapy and Pastoral support through Nurture groups.

The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term. They also work closely with and support class teachers in the early recognition, assessment and testing of children.

### **Planning the Curriculum**

It is vital that children with special needs and disabilities do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all children and offers three key principles for inclusion:

- Setting suitable learning challenges
- Responding to children's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children

This means that differentiation of work by: -

- Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
- Breaking difficult tasks down into more manageable parts, across the curriculum.
- More attention to the child's point of entry.
- More variety between practical and written tasks.
- Making use of ICT.
- Building on a child's strengths and interests, rather than dwelling on their weaknesses.
- Modifying of worksheets and activities when necessary.
- Being aware of the differing concentration levels of children within the class.
- Praising and enhancing self-esteem.
- The setting of achievable targets.
- Effective use of additional staff, parents and other children.



### **Classroom Organisation**

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by: -

- Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
- Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
- Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size and structure of the class.

### **Managing Children**

Behavioural difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, mismatch of work to child, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed.

### **Code of Conduct**

Whole school expectation by all who work in our school is that we all should accept responsibility for our own actions and learn/choose to act in an acceptable way. Children have a right to learn and staff have a right to teach.

### **Managing the classroom/resources**

- Teachers provide ongoing feedback as they ‘float’ around the classroom, assessing children’s learning.
- Make task demands specific and realistic, so that children know exactly what is expected of them. Ensure that work is challenging but not daunting.
- Decide, what is the minimum amount you expect from individuals? Some children may need the work broken into small challenges. Point of entry, differentiation in work and recording are key issues to be thought about when planning the lesson. Make sure that the child understands the value of the work for him/her as a learner, to encourage intrinsic motivation.
- Use praise and a positive approach as much as possible with all children. Give children attention for behaving well, not just for behaving badly. Negative behaviour can often be discussed privately, not in front of the class.
- Accept that some children find it particularly difficult to conform all the time and try to praise them for progress, however minimal. It is sometimes useful to praise behaviour which is nearly what you like, particularly for a child who finds it difficult to cope with classroom demands.
- Praise positive behaviours, discuss inappropriate ones but avoid comments which suggest that you expect poor behaviour or work from a child.

Children also need some extrinsic motivation, and will benefit from receiving rewards for good work or behaviour. Rewards include:-

- Praise by staff/colleague
- Being given a responsible job
- Choosing an activity for themselves or a group
- Being first out of the classroom when a session ends
- Choosing a story, poem or song for the class
- Showing work to another member of staff or parent
- Sticker or certificate (available in school)
- Use of special mention assembly

Rewards should be achieved on a session or daily basis, to make success as immediate as possible.

### **Managing Challenging Behaviour**

At BPS we have a Behaviour Policy which teaches children consequence as well as rewarding positive behaviour. This policy is adapted to meet the needs of children with SEND and works very well. However, it is very important that staff should enlist the help of the Head/Deputy if the behaviour policy isn’t having a positive impact and before a child’s needs become acute. This will be done by monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a child. If the challenging/inappropriate behaviour persist then we will seek additional help and advice from the support services.

### **Access and Integration**

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children within BPS are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers.

### **Admission Arrangements**

See admission policy

### **Building adaptations/special facilities**

The school provides access for people with physical impairments via a ramp located at the main school entrance. A disabled toilet can be found through this entrance and, if required, lifts provide access to the rest of the school.

### **Governor/Staff Training**

We regularly self-evaluate our inclusion and areas of strengths and for development. Priorities are identified and built into the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs. The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of children. Therefore we will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation.

### **Partnership with Parents (all those with parental responsibility)**

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school-based response for their child and understand the purpose of any intervention or programme of action. We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners.

The SENCo, Head Teacher or class teacher(s) may talk both informally/formally to parents in school, may email or telephone.

You as parents also have a responsibility to communicate effectively with professionals to support your children's education. You should:

- Communicate regularly with school and alert us to any concerns you have about your child's learning or provision
- Fulfil your obligations under home-school agreements which set out expectations of both sides.

### **Partnership with Children**

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both children and teacher. From an early age, children with SEND should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

### **Partnerships with other schools**

We benefit from partnership links with other schools and institutions in our cluster and in our family of schools.

We particularly endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school.

### **Partnership with other agencies and voluntary organisations**

We work collaboratively with other agencies and organisations in the city to put the pupil and their parents at the centre of our work.

### **Complaints Procedure**

The school has established procedures for dealing with parental complaints with regards to SEND. In the first instance complaints should be raised with the SENCo, who will provide details of the procedure.

### **The Use of Information Communication Technology**

ICT is a very useful tool for all children, but can be an invaluable resource for a child with learning difficulties. Once again, peer group or independent use is encouraged. In school, we have desktop computers and mini iPads, where apps can be downloaded for specific learning.

### **Evaluation of Success**

The Governing Body, and the SLT, in partnership with the SENCo, will monitor and report on the success of SEND provision for children with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for children with SEND
- Analyse attendance data for children with SEND
- Monitor progress against SEND priorities in the School Improvement Plan
- Increase parental and pupil involvement.
- Early identification of SEND.
- Improvement in standards of achievement by individual children as determined by formal and informal assessment.
- Staff/governor development with In-Service training.
- Further developing links with other schools and agencies and within the community.
- Increased points scores from KS1 to KS2

## Summary

It is the school's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of children with SEND through raising achievement and enabling participation in the full life of the school.

This policy was agreed by Governors.

*Drafted by:*

*SENCo – Mrs Helen Biggs [helen.biggs@ljfs.org](mailto:helen.biggs@ljfs.org)*

*Date adopted:*

*July 2021*

*Adopted by:*

*Governing Body*

*Review date:*

*July 2022*

*Responsibility for review:*

*SENCo & SLT*

*This policy/procedure will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.*