



**Brodetsky Primary School
SEND Policy 2023**

Brodetsky Primary School Policies

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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

Brodetsky values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, families and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and families over their support
- Successful preparation for adulthood, including independent living and employment

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 the 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 **Louisa Simons** (Lsimons@brodetsky.org)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, families, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 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 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 by delivering quality first teaching.
- 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

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 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 family. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and families

We will have an early discussion with the pupil and their family 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 families' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Students who are on the SEN register will have their provision reviewed 3 times per year

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

We will formally notify families when it is decided that a pupil will receive SEN support.

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 or subject 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 or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of their family
- 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.

Students are removed from the SEN Register if the gap in progression between them and their peers has been closed sufficiently. The SENCO will continue to monitor the progress of these students on the school's

Review Register. Students will be removed from the Inclusion Register to the Review Register if there is evidence that their progress:

- is moving in line with peers starting from the same baseline
- matches or betters the child's previous rate of progress before being identified on the Inclusion Register

The views of the family, teachers and support staff will be taken into consideration before students are removed from the Inclusion Register. When a student is removed from the Inclusion Register, all parties will be informed.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

Transition from Year 6 to Year 7

A formal meeting takes place between the Year 6 teacher and or SENCo and the Year 7 pastoral lead to transfer particular information about individual children

- Identified children (e.g. SEN) receive additional support before and after transition
- The transfer of records to the receiving secondary school takes place
- Year 6 children attend their prospective secondary school for two Transition Days during the summer

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:

- Small group literacy intervention (reading, writing, spelling)

Active Literacy

Pre-Teach groups (Teaching key words, concepts before formal teaching)

Small group numeracy (Number bonds, timetables)

Girls nurture group (Social skills)

Boys nurture group (Social skills)

Enhance (Social, emotional and mental health intervention)

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

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

EP

STARS

MINDMATE

SALT

Sensory team

OP

Leeds community healthcare

CAMHS

5.9 Expertise and training of staff

Our SENCO has been teaching for over twenty years and has completed the NASENCO award

They are allocated 3 days a week to manage SEN provision.

In the last academic year, staff have begun to have monthly briefings in Special Educational needs and this is changing to bi-weekly for all staff moving forward.

5.10 Securing equipment and facilities

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures

- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date. The school uses its nominal budget to ensure the provision at Brodetsky meets the needs of the students with SEN needs. If progress is not being made using the resources attached to this budget the SENCO will compile evidence and complete a funding application to secure more resources.

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 goals each term

Reviewing the impact of interventions after 12 weeks

Using pupil questionnaires, parent and staff surveys

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 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.

5.13 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 and Eco council

Pupils with SEN are also encouraged to be part of THE ZONE to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

As a school we work with a range of partners including the Local Authority to ensure that our SEND provision is robust. We work with the SEND team in Leeds City Council to address the needs of individual students and work in partnership with Educational Psychologists, Specialist Training in Autism and Raising Standards, Medical Needs Teaching Service, Child and Adolescent Mental Health Service, Deaf and Hearing Impaired Team and Visual Impairment Team And Leeds Jewish Welfare Board to develop strategies to support our students.

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 families 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 families of pupils with SEN

All contact details can be found through their own websites

Educational Psychologists <https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/educational-psychology-for-children-and-young-people-with-sen>

Leeds SENSAP: <https://www.leedsforlearning.co.uk/Services/4837>

Speech & Language Therapists: <https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/child-speech-and-language-therapy/>

Occupational Therapists: <https://www.leedsth.nhs.uk/a-z-of-services/occupational-therapy/>

CAMHS: <https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/camhs/contact-us/>

Leeds Jewish Welfare Board <https://ljwb.co.uk/>

5.17 Contact details for raising concerns

Mrs. Louisa Simons (Lsimons@brodetsky.org)

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send>

6. Monitoring arrangements

This policy and information report will be reviewed by the governors each **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 and Trauma policy
- Equality policy

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