

SEND Policy

Date of initial approval:

Amended: **5th Issue**

Review date: **May 2026**

<u>Revision History</u>		
<u>Version</u>	<u>Reason for issue</u>	<u>Approval date</u>
1.0	First Issue	February 2015
2.0	Revised and re-issued	March 2017
3.0	Revised and re-issued	March 2019
4.0	Revised and re-issued	May 2021
5.0	Revised and re-issued	May 2023



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1. School Context

Bramley Sunnyside Infants is a larger than average Infant school. The school has been graded as 'Good' by Ofsted in 2019 and the Headteacher and her staff continue to work hard in making it a happy, welcoming and nurturing environment for all pupils regardless of any Race, Creed, Special Educational Need or Disability.

"Bramley Sunnyside Infant's school family is very special. We are a unique place of learning. This is because of our incredibly enthusiastic children, skilled and committed staff, wonderfully supportive families and kind members of our local community. Each child is unique and valued and our aim is for every child to 'SHINE!'

The whole school staff are committed to providing children with the best possible education. Our rich and highly creative curriculum inspires children and fosters a real love of learning. It is one which is rooted in high quality experiences and provision for all. All staff have high expectations of children and ensure that each child is given every opportunity to achieve their potential. Our School values of respect, perseverance, love, teamwork, and pride are woven through all we do. We believe that children learn best when families are involved in partnering the learning with us. We hope that you will take advantage of the opportunities we offer and will soon become involved in the many aspects of your child's school life."

Mrs Mary Smith
Head Teacher

2. Policy Aims and Objectives

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. (CoP 2020)

At Bramley Sunnyside Infant School we like to see children come to school in the morning with a smile on their face. We want them to have an enjoyable day, learning through exciting stimulating activities and leave school being proud of the day's achievements. We will ensure the views of children with SEND are represented through parent and child voice gathered throughout the school year, Governor walks, 'check ins' and continued professional dialogue between school and the Governing board.

At Bramley Sunnyside Infant School we are committed to:

- Giving all pupils equal opportunities to fulfil their potential in every area of the curriculum regardless of race, gender or ability.
- Implementing the Code of Practice for Special Educational Needs.
- Ensuring that each member of staff recognises and accepts professional responsibility for meeting pupil's individual needs.



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- Continually improving our procedures for identifying, assessing and providing for those pupils with SEND.
- Ensuring progression and continuity within all curriculum areas.
- Involving parents in discussions relating to their child's SEND and the provision for those needs.
- Working in close co-operation with other appropriate professionals and agencies.
- Allocating an appropriate proportion of the school's resources in order to meet the individual needs of pupils.
- Seeking external specialist advice and support if the teaching expertise within the school has not enabled the child to make sufficient progress

No child is to be refused admission on the grounds of SEND as long as the placement is appropriate to the child's needs, while also compatible with the interests of other children and with the efficient use of the SEN resources.

3. Roles and Responsibilities:

Governors

Governors have important responsibilities in relation to children with SEND. Under the 1981 Education Act they must appoint a 'responsible person(s)' to ensure that proper provision is made for children on the school roll with SEND. These Governors act as a link between the Governing Body and the Headteacher. Parents will need to know the name of the 'responsible person(s)' and how they can be contacted.

The Governor with responsibility for Inclusion is: **Mrs Kayla Martin**
She can be contacted via the school office.

In fulfilling their general duties in relation to the provision made by the school, the Governing Body need to be satisfied that:

- The school has written a special needs policy which they have approved.
- The policy is reviewed every three years, if not before.
- The school has a co-ordinator for SEND.
- The school has procedures to identify and assess the needs of those pupils with learning



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difficulties who require some special provision.

- An appropriate proportion of the school's resources are allocated to meet identified individual needs.
- The school is implementing the correct procedure for the annual review of children with an Education, Health and Care Plan (EHCP)
- The Governor for SEND meets annually with the SENDCO to review the SEND Information Report.

The Headteacher

The Head Teacher has responsibility for:

- Ensuring that the SEND policy is implemented.
- Providing facilities and time for INSET relevant to SEND.
- Ensuring that the procedures in the Code of Practice are properly implemented.
- Ensuring that the requirements of the LA Annual Audit for SEND are correctly met.
- Attending Annual Review meetings for children with an Education, Health and Care Plan.
- Attending Planning and Review meetings with the SENDCO and other professionals.

The Teaching Staff

Class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas.
- Identifying children who are causing concern, who may have SEND.
- Completing documentation in conjunction with the SENDCO.
- Keeping accurate and detailed records.
- Putting into place special arrangements for children with SEND.
- Keeping parents informed of their child's progress, any concerns and actions to be taken.
- Discussing children's Individual Education Plans (IEP's) or other relevant targets with their parents, particularly with reference to how parents can help at home.
- Working alongside the SENDCO to write and implement IEP's and targets for children in their class who are identified as SEND Support in line with the revised Code of Practice.
- Liaising with the SENDCO, teaching support staff and other professional agencies.

The SENDCO

The Special Needs Co-ordinator is responsible for:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school



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- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 (LA) 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 SEND up to date
- Developing links with Governors, LA and linked schools.
- Attending Annual Review Meetings for children with statements for special needs and compiling relevant documentation.
- Arranging and Leading staff CPD
- Induction of new staff working with children with SEND

Parents

Parents have responsibility for:

- Ensuring their children attend school regularly and punctually.
- Informing the school of any problems or concerns.
- Supporting school policies.
- Helping their child at home with any specific tasks in consultation with the class teacher.
- Attending review/parent teacher consultation meetings.

4. Identification.

'Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.' (CoP 2014)

Identification of Special Educational Needs at an early stage is essential. This identification will be initiated in the majority of the cases by the class teacher – who will consult with the Headteacher, SENDCO and parents.

The categories of need are outlined in the 2014 SEND Code of Practice and are as follows:



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- **Communicating and Interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and Learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.
- **Social, Emotional and Mental Health Difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
- **Sensory and/or Physical Needs** - for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children with SEND may have needs in more than one of these areas.

The purpose of identifying SEND is to work out what action the school needs to take, not simply to place a pupil in a particular category.

When a child is identified as having a Special Educational Need, they will be placed on the school SEND register. The school will also have an 'Inclusion Register' where we will keep track of pupils who have other needs which are not necessarily 'SEND'.

The following factors are **not** considered to be SEND, but may have an effect on the progress and attainment of some pupils:

Pupils whose home language is not English (EAL)

Pupils who are Gifted, Able and/or talented (GAT)

Pupils with physical impairments

Pupils with medical conditions

Pupils whose families may be Asylum Seekers or Refugees

Pupils from Traveller families

Pupils who might be subject to abuse or harassment, for whatever reason

Pupils under the care of Social Services or pupils who may be in public care, or living with foster families: Looked after children (LAC)

Pupils who are the children of Servicemen and Women

Pupils who are young carers

Pupils whose family are in crisis or under great stress

Pupils at risk of significant harm



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Pupils with poor attendance and/or punctuality
Pupils who are at risk of disaffection and exclusion from school

Some pupils may also exhibit behavioural difficulties. The school will work to identify the underlying causes and respond appropriately. It may be that these are due to underlying difficulties in the area of SEMH.

5. A Graduated Response:

'All teachers are teachers of SEND'

Class teachers have the primary responsibility for the children in their class. Through quality first teaching and appropriate scaffolding, they should be able to provide the support required for most children. This should include planning and deriving interventions and adjustments to teaching and/or the classroom as required. This should be personalised to the needs of individual children. Where the teacher feels they are in need of further support and if the child is not making adequate progress, they should move to stage one of our identified categories.

The Revised Code of Practice sets out the following tiers of support for special needs.

- **SEN Support**
- **Education Health Care Plan (EHCP)**

As part of our early identification, our policy is to monitor children who we think may have SEND needs prior to them being included on the school SEND register. These children are identified as **Monitoring** on our school inclusion register.

Through communicating regularly with parents, we aim to work together to identify any SEND early and take appropriate action to support pupils. Any pupils with pre-identified or existing SEND who join our school will automatically be placed on the school SEND register. This will be reviewed no later than one term after they have joined. Where a pupil has a SEND and has not previously been identified or recognised, the following steps will be followed as part of the 'Assess / Plan / Do / Review' cycle:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Monitoring Support



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At any point in their school life, parents, carers, class teacher or other staff may identify a specific area in which a child needs additional support. All children in school receive class teacher input, via excellent targeted classroom teaching which is described as Quality First Teaching. They may also take part in targeted focus activities within their classroom or in an intervention space supported by a member of staff.

For you and your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO or other professional agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress which may be run in the classroom or an intervention room.
- At this point, they will be identified on the school Inclusion Register (classified as Monitoring Support)
- An assessment of the current support the child receives and their future needs are carried out. This will usually be done with the child, their family the class teacher. If this is successful your child will remain as Monitoring and will be re-checked at the next appropriate point in their learning. If your child is still struggling and needs further support, a conversation will take place with the SENDCO and your child will be moved to SEN Support on the Inclusion Register.

SEN Support

This is when a pupil has been identified by the SENDCO or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority central services, such as the Specialist Inclusion Team (SIT); or a specialist service (for students with a hearing or visual need) or other outside agencies such as the Education Psychology Service (EPS). At this point, your child will usually be placed on the SEND register at what is called 'SEN Support'

For you and your child this would mean:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school to understand your child's particular needs better and be able to support them more effectively in school.



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- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- You will usually receive reports from the involved professionals. These may be written or given as verbal feedback face to face.
- You and your child will be included in the school's termly review cycle where you will be invited to discuss any concerns with the Class Teacher, SENCO, and any other relevant professionals who are able to attend.
- Your child may also have an SEND support plan (or IEP) which identifies their strengths and needs and where outcomes are clearly set down and targets set.
- This will be reviewed termly.

Education Health and Care Plan (EHCP)

If your child is still struggling in school and is not making progress and school has made all reasonable adjustments, the SENDCO will discuss a request for more specialist support and advice. This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching, over and above what is adequate for most children. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

For you and your child this would mean:

- The school (or you) can request that Local Authority Services begin to put in place an EHCP after consultation with all involved. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to submit information outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult (or adults) may be needed to support your child with whole class learning,



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run individual programmes or run small groups including your child. However, this does not replace 'first quality teaching'. We have a variety of intervention programmes to help us support children within our school depending on their need.

- Full details of the EHCP process in Rotherham are available here:
<https://www.rotherhamsendlocaloffer.org.uk/education-and-health-care-plans/>

All parents/carers of pupils with identified SEND will usually have a termly review with the SENCO, Class Teacher and any involved agencies. This helps to evaluate any intervention that has occurred and plan for the future. These meetings are usually held in school time but there is some flexibility to meet with the needs of parents/carers.

Parents/carers Consultation Meetings are held for all pupils in the autumn and spring terms. Class teachers will share a child's targets with them. We also work closely with the Carers of Looked After Children (LAC) and work closely with the relevant Local Authority in managing their provision and care. The Headteacher (Mrs Smith) is also the lead contact for Looked After Children.

Managing Pupils Needs on the Inclusion Register.

This section outlines the process of supporting pupils on the SEN register.

Pupils with identified SEND will be identified on the Inclusion Register. Staff will follow advice from other professional agencies and create personalised targets for the child to work towards. Staff will also record any particular needs or strategies that are effective in helping the child; for example using a writing slope, a pencil grip or a coloured reading overlay. This helps to share information about the child as they progress through school. This is reviewed termly (as detailed above) at the review meeting. In addition to this, class teachers meet termly with the Senior Leadership Team (SLT) to discuss progress of all pupils; to evaluate the success of any interventions that have taken place and to plan for the new term. These are called 'pupil progress meetings'.

The school will create a provision map which is updated on a termly basis. This information will also be recorded on the school's tracking system. For pupils whose provision is not already set out in a statement or EHCP, the level and type of provision given to pupils with SEND is decided by the Headteacher and SENDCO. Decisions on appropriate provision are based on the needs of the pupils. Where additional funding is required, the school will apply to the LEA through the appropriate channels. The school's current exceptional needs funding comes entirely from the additional hours awarded to pupils with Statements and EHCPs.

Criteria for Exiting the SEND register:

A child's needs are constantly changing and we hope that many difficulties can be overcome by appropriate support and intervention. Where the pupil, parents and school feel that sufficient progress has been made, and that there is no longer a need for any additional and different provision, pupils will be placed as 'recently removed from the Inclusion register' and will continue to



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be monitored by staff. Pupils may move on and off the Inclusion registers if parents, carers, teachers (and if appropriate, the pupil) are in agreement. Any movement will be carefully monitored by the SENDCO and the SLT using the school's own tracking systems.

Assessment

School's assessment procedures apply to all pupils including those with SEND. Special Educational Needs are identified by using information from parents and carers, other agencies, pupil's records, and performance within school.

Children will be monitored using the follow systems:

- The Early Years Foundation Stage Profile and GLD assessments (Good Level of Development)
- National Curriculum progress.
- Pivot levels if pre Key Stage.
- Appropriate Intervention Programmes monitoring data.
- KS1 SATS Tests and tasks.

6. Supporting Children and Families

At Bramley Sunnyside Infant School, our aim is that our relationship with all parents is a good working partnership based on mutual respect for each other's expertise and experience. We need each other to support children in their effective learning. Parents are always welcome in school and are encouraged to keep in contact when they cannot come in personally.

From the Foundation Stage, we seek to reinforce how much we value parental involvement in school and in their child's learning. We hope parents feel able to bring their worries and concerns to the teacher's attention (and vice versa). Such open dialogue will help to identify Special Needs earlier.

We pride ourselves on working closely with families to make the best possible provision for all pupils, especially any additional and different provision required for pupils with SEND. For a concise guide to the school's SEND provision and support for children and families, you can see the SEND information Report at: <https://www.bramleysunnysideinfant.co.uk/special-educational-needs/>

In Rotherham, there are a vast range of services to support children and families. Details of the 'Local Offer' can be found here: <https://www.rotherhamsendlocaloffer.org.uk/> and independent support for parents from the Parent's Carer's Forum can be found at: <https://www.rpcf.co.uk/>

Admission arrangements

Liaison meetings are held with all the agencies that are providing support for the child before school entry. The advice provided by the support agencies is put into action and there are regular liaison



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meetings to review progress. We currently liaise with the following agencies in relation to new entrants to school.

- Child Development Centre (CDC)
- Health visitors/School Nursing Service
- Physiotherapy
- Portage
- Aspire Outreach Team
- Occupational Therapy
- Speech and Language Therapy
- Local Playgroups and Nurseries
- Social Services Department
- Child and Adolescent Mental Health Services
- Educational Psychologist Service

Transitions

Every year, Year 2 staff and the SENDCO liaise carefully with junior school staff to ensure a smooth transition from Bramley Sunnyside Infant School. Where appropriate, the SENDCOs of both schools will attend review meetings. This also takes place with children new to school who have been identified as having SEND, particularly at times of joining the Foundation Stage.

The SENDCO and class teachers forward all relevant SEND documentation and records to the appropriate junior schools.

For some pupils, an enhanced transition package is designed to support their move to the junior school. This may involve tours, taking photographs, creating brochures and meeting staff in the Junior School. This often takes place in the Summer Term.

All staff have 'Handover meetings' with the receiving teacher to discuss the children, their needs and support in place.

7. Supporting Pupils with Medical Needs.

As a school, we currently support a small number of pupils with complex medical needs. We ensure that careful liaison with medical professionals and families enable pupils to participate fully in school life.

Full details are available in the schools policy on supporting pupils with medical needs.

8. Accessibility.



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Any children requiring adjustments to the school environment in order to ensure their safety and accessibility are addressed prior to them starting school. This is done by liaising with parents and the relevant agencies which could include The Local Authority's Buildings manager, Occupational Therapists, physiotherapists, the local Authority moving and handling co-ordinator, and health professionals. Any necessary risk assessments and care plans are put in place.

Pupils with SEND are involved in all activities in our school. All clubs and activities are open to any pupil who wishes to take part. There are occasionally restrictions on the numbers of pupils who are able to join certain clubs, but a child's SEND is not a factor that would affect their chances of participating. Any SEND requirements are shared with the teachers or external providers for all clubs and we have been able to include pupils in all clubs, activities and visits.

If required, individual risk assessments are completed and shared with those leading visits or activities. Pupils with physical or other disabilities have their own personal emergency evacuation plan (PEEP). Should any additional needs arise such as alterations of written information or translation of documents; the school will be more than happy to make provision for this.

The school also has a comprehensive accessibility policy.

9. Storing and managing information

The school stores many different forms of information about pupils and families. These will include: letters or emails from parents and carers; records of contact and advice (written or otherwise) from other involved professionals; attainment and progress details; SEND support plans; historic SEND documents and transition information from previous schools.

This data is kept securely using The cPOMs software which has appropriate access levels for staff involved with children. The software has a two-factor authentication process of security. The information stored can be shared with the child's next educational setting to support their future learning.

The school follows the Statutory requirements of the 1998 Data Protection Act and the 2000 Freedom of Information Act.

Complaints Procedure

In the unlikely event that you would like to make a complaint, concerns can be taken at any time to the SENDCO or the Headteacher. It is hoped that concerns can be resolved informally, but if not, a formal complaint can be made to the Governors. Information will then be collected and the Governors will hold a complaint hearing.



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If parents are not satisfied with the outcomes of this hearing, then grievances can be taken further with the LA.

11 Monitoring arrangements

This SEND policy will be reviewed by Lindsay Mottram/SENDCO every three years. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

12. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- EYFS policy