



Broadmead Primary School The Pioneer Academy



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Review date: September 2025

School Vision

At Broadmead we are committed to provide an inspiring and inclusive environment linking to local, national and global communities. We actively encourage and develop independent lifelong learners, who are able to fulfil their dreams and aspirations. The Pioneer Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Definitions of SEND:

All children have individual needs. Some children will be identified as needing additional support at some time during their school lives.

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language from which they shall be taught.

Aims:

At the Pioneer Academy we believe that all children should have equal access to a broad and balanced curriculum that provides opportunities for everyone to achieve and succeed to their full potential.

All children learn at a different rate and in different ways, and will be taught using a full range of learning styles in order for them to develop intellectually, emotionally, socially, artistically, physically and spiritually.

Within the Pioneer Academy we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected

Objectives:

Ensure the earliest possible identification of SEND and any additional needs;

Regularly monitor and review each child's progress and support and take appropriate action using the SEND Code of Practice 2014 model of Assess, Plan, Do, Review;

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum;

Work in partnership with pupils and parents to achieve the best possible outcomes. This will include ensuring that pupils' voices and opinions are sought throughout the process so that support provided is effective and appropriate to meet their needs;

Adopt a multi-agency approach to meet the needs of pupils whose barriers to learning cannot be addressed by the school alone.

Roles and Responsibilities

The person responsible for overseeing the day-to-day operation and coordinating provision for children with SEND is

Co-ordinating and managing provision

The role and responsibilities of the SEND lead teacher include:

Being a member of the Senior Leadership Team in the school;

- Planning strategically for the needs of children identified as having special educational needs;
- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with special educational needs;
- Liaising with and advising fellow teachers;

- Liaising with Teaching Assistants;
- Monitoring provision and impact of planned interventions through provision mapping;
- Monitoring the progress of children with special educational needs and disabilities;

- Overseeing the records of all children with special educational needs and disabilities;
- Ensuring that the wishes and opinions of the child are listened to and respected;

- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff (both Teaching and Non-Teaching);
- Liaising with external agencies;
- Liaising with other schools to ensure transition between Key Stages;
- Co-ordinating provision for children with other needs i.e.: More Able children, children with EAL or specific medical needs.

Admission arrangements

We strive to ensure that children with SEND are offered full access to a broad, balanced and relevant curriculum that enables them to achieve their personal potential successfully in our mainstream setting. The admission arrangements for pupils with SEND, who do not have an Education Health Care (EHC) Plan, will not differ from any other pupil. All children will be equally valued for their contribution to the school community.

Identification and Assessment arrangements and review procedures

When the class teacher is sufficiently concerned about any aspect of a child's education, health, learning or behaviour, they discuss the child's progress and needs with the parents/guardians and the child. After this, the teacher will plan strategies that will be used to support the child and ensure access to a broad curriculum. The class teacher will also fill in an initial record of concern form and discuss it with the SENCO who will keep it on file. The decision to move a child onto the Special Needs Register will be taken in discussion with the SENCO. A move to SEN Support will be taken when the review indicates that the teacher has continued concerns and the action taken has not enabled adequate progress to be made.

All children identified as having special needs will be recorded on the Special Needs Register, which is maintained by the SENCO. The planning of strategies to support children and the development of Achievement Grids are drawn up in discussion with the SENCO. All children on the Special Needs Register are reviewed termly by the SENCO and class teacher. Annual reviews are held for those children who have an EHC plan. Parents of pupils at SEN Support will be offered the opportunity to meet with the SENCO twice a year.

A graduated approach: Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will

be monitored. They may be identified as Class Action (if they are underachieving according to National age related)

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to work in partnership with the school by sharing information and knowledge that may affect their child's progress.

f) The child is recorded by the school as being monitored due to concern by parent or teacher, but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.

g) Parent's evenings are used to monitor and assess the progress being made by all children.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

Assess

- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, use of national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and considered alongside the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested

by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will take into account the views of the child, and will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs are too complex to be met within the school's standard provision. The school, the child and their parents will be involved in developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the needs and wishes of the individual child and their parents.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all

pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Where possible we make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Evaluating Success In order to evaluate the success of the Special Needs Policy, the school will consider the effectiveness of the practices in relation to the identification and support of children with needs.

Arrangements for considering complaints

The school has a complaint procedure, a copy of which can be obtained from the school office.

Staff Development

The SENCO is available for clarification, consultation and advice. Time is set aside at Staff Meetings and on INSET Days where a range of issues are discussed (subject areas, behaviour, social aspects of the school etc). The Professional Development Co-ordinator is responsible for drawing to the attention of all staff the courses available both within the Authority, Schools Advisory Service and from other agencies.

The SENCO attends SENCO forums and other courses within the Borough and will lead Staff Meetings at relevant opportunities.