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Special Educational Needs and Disability Policy

Introduction

This policy has been formulated with regards to the 2015 Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 Years, The Equality Act 2010 and the Children and Families Act 2014. It was written by the Special Educational Needs Coordinator (SENDCO).

Objectives of the Policy

Our Vision

At Brookes School, we are a warm, caring community. We are continuously striving to ensure each person in our school will be given fair and equal opportunities to develop their full potential, regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. We aim to promote inclusion and to make the necessary and best provision for children with special educational needs. We are committed to identifying ways in which all our children, regardless of their individual needs or abilities, can achieve their full learning potential through access to an inclusive curriculum, one that is broad, balanced, creative and challenging - and to a wide variety of opportunities and experiences. At Brookes, every teacher is a teacher of every pupil, including those with SEN.

Inclusion Statement

Our policy reinforces inclusive teaching which is to reduce the barriers to progress by embedding the principles of our broad and balanced Curriculum, whereby suitable learning challenges are set by classroom teachers, we respond to the diverse needs of the students and we endeavour to overcome potential learning barriers for our students. We also seek to promote equality of opportunity between disabled and non-disabled students and put strategies in place to reduce the risk of exclusion of our students.

The Equality Act (2010) sets out the legal obligation that schools;

- Must not directly or indirectly discriminate against, harass or victimise disabled children and young people, and
- Must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.

We believe that disabled people should be able to participate fully as equal citizens at Brookes. Our school endeavours to provide the best possible access to students with disabilities. We try to ensure that our policies, practices and procedures do not discriminate against disabled children so they do not receive less favourable treatment. We make adjustments, adapting our teaching strategies and finding alternative ways of imparting education to overcome physical features that may place a disabled child at a disadvantage. We will ensure that any disabled child has full access to education, including extra-curricular activities and school trips.

Aims

Brookes recognises that it has a statutory responsibility to be non-discriminatory against disabled students and prospective pupils in the admission process and in the provision of associated services.

The aims of our special educational needs and disability policy and practice are to:

- Promote inclusion and meet our students' needs within a mainstream setting.
- Identify special educational needs early and intervene early.
- Seek the views of the students and take the students' views into account
- Offer all students with special educational needs full access to the curriculum

- Make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all. This includes considering the appropriate materials and teaching aids available.
- Ensure that children and young people with special educational needs engage in activities of the school alongside those who do not have special educational needs.
- Use our best endeavours to secure special educational provision for whom this is required that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need, as identified within the SEND Code of Practice (2015).
- Take account of parental views and develop partnerships with families, involving parents as fully as possible in the decision making process and keeping them well informed about their child's progress.
- Monitor and review needs of individual children regularly.
- Prepare carefully the class placement of those with SEN, including consideration of staff, their peers and families.
- Provide an active approach to personal and social development as well as learning.

Key factors of Brookes community are a climate of acceptance for all pupils including those with SEN. We follow the recommendations within the SEND Code of Practice (2015) to ensure access to the curriculum. All staff are made aware of the pupils who have SEN and the SENDCO works to ensure a widespread understanding of their needs and practical ways of supporting them in classrooms and across the school.

Special Educational Needs and Disabilities

Special Educational Needs (SEN)

The statutory definition of special educational needs is described in the SEND Code of Practice (xiii-xiv, 2015) as follows:

'A Child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has significantly greater difficulty in learning than the majority of others of the same age;*

Or

- *Has a disability which hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'*

Special educational provision means education provision that is additional to or different from, that made generally for others of the same age in a mainstream setting in England.

Areas of special educational needs:

Four broad areas of need are described in the SEN Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Some children will have a range of needs that cover more than one of these categories and their needs may change over time.

Disabilities

According to the Equality Act 2010, many children who have SEN may have a disability (SEND) that is:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Within this, 'long term' is defined as a year or more, and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Responsibility for the coordination of SEN

The Special Educational Needs and Disabilities Coordinator (SENDCo) works closely with the leadership team and class teachers to ensure that Brookes fulfils the requirements as set out by the SEN Code of Practice to ensure access to the curriculum and supported learning for those with SEND.

The SENDCO, Emily Ruddock, can be contacted on:
01284 760531 or SENDCO@brookescambridge.org

Should the SENDCO be unavailable queries can be raised to the Head of School.

Arrangements for coordinating SEN Provision

It is a whole school responsibility to meet the needs of children with SEN. Some of the key roles and responsibilities within our school are given below.

Role of the Management Team

- Must ensure that the school has suitable arrangements for consulting with parents.
- Is responsible for ensuring the school publish information on its website about the implementation of the schools policy for pupils with SEN.
- Is responsible for ensuring the school is fulfilling its legal duties in ensuring there is a qualified teacher as SENDCO.
- Must ensure the school is cooperating with the local authority when the school is being named in an Education, Health and Care Plan (EHC Plan).
- Must ensure that arrangements are in place in the school to support pupils with medical conditions.
- Must ensure the school publishes information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Role of the SENDCO

The SENDCO has day-to-day responsibility for the operation of the SEN Policy and coordination of specific provision made to support individual pupils with SEN including those who have EHC plans (2015, Code of Practice).

The SENDCO provides professional guidance to colleagues and works closely with the management team, staff, parents and other agencies.

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEN Policy.
- Coordinating the provision for children with SEN.
- Liaising with class teachers and parents of children with SEN, including monitoring schemes of work for differentiated material and supporting class teachers with Quality First Teaching for SEN children.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and other professionals.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with previous and potential educational provision of children with SEN to ensure the pupil and their parents are informed about options and that a smooth transition is planned.
- Working with the management team to ensure that the school meets its responsibilities under the Equality Act (2010).
- Ensuring that the school keeps all records of pupils with SEN up to date.
- Overseeing the writing of Provision Maps and Intervention Plans with the collaboration of class teachers, parents and the child where appropriate.
- Maintaining and updating the schools records.
- Establishing good relationships with staff, parents and pupils, including communicating with the class teacher and parents of pupils with Personal Plans and/or intervention plans at least once per term to review progress and discuss future provision.
- Liaising with and obtaining information from the SENDCOs of feeder schools (where appropriate).
- Sharing good practice by liaising with SENDCOs within the local area and nationally.
- To keep up to date via training and collaboration with other SENDCOs with the current practice and cascade knowledge to other staff.
- To oversee the monitoring and evaluation of provision for SEN children including, where necessary the annual review of progress for EHC plan children.

Role of the Class Teacher

The class teachers are responsible for identifying children with SEN and informing the SENDCO and monitoring progress. They endeavour to teach inclusively by:

- Having high expectations of all children including those with SEN and/or disabilities.
- Using quality first teaching to support the learning of all children, including those with SEN and/or disabilities.
- Ensuring they have an awareness of the children within their class who have SEN and their needs and following their individual education plans (IEPs).
- If there are concerns about progress, assess and utilise data to highlight specific areas and employ strategies to narrow the gap(s) using provision mapping and intervention.
- Setting suitable learning challenges to enhance our pupil's potential without causing frustration.
- Using teaching strategies that are flexible, creative and imaginative to respond to diverse needs.
- Differentiate the curriculum to remove barriers to learning.
- If there is still not adequate progress, evidence should be collected and a referral should be made to the SENDCO for consideration of additional SEN support.
- Seek advice from the SENDCO and employ suggested strategies.
- Promote equality of opportunity between disabled and non-disabled students.
- Use strategies to reduce the risk of exclusion.

Role of the Assessment and Data Manager / IB Diploma Programme Coordinator

- To liaise with the IGCSE exam board(s) and IB in order to make applications relating to inclusive assessment arrangements for students who may need them.
- To work with the SENDCO to ensure that correct documentation is obtained to support any applications relating to inclusive assessment arrangements that are made to the exam board(s) and the IB.
- To liaise with the SENDCO and teachers to ensure that inclusive assessment arrangements are also provided for relevant school-based timed assessments and examinations.
- To oversee the provision of any inclusive assessment arrangements during the examination periods.

Admissions

Our admissions policy does not discriminate against children with SEN or disabilities. We do not exclude children because of their disability.

Where there is any kind of SEN concern or disability, the admissions staff will discuss with the parents and the SENDCO and where appropriate the child, the strengths and needs of the pupil and the support required. Where a disabled child can be admitted and reasonable adjustments can be made to allow access to the curriculum then the disability will not be a factor that denies the child a place in our school. The school's admission policy makes provision for the disclosure of disability and special needs and the commitment of the school to deal appropriately and supportively in the admissions assessment process.

Where a parent requests confidentiality regarding a SEN or disability this request would limit what the school could provide in making reasonable adjustments. Under these circumstances, the school has the right to decide the balance of confidentiality and the possibility of making reasonable adjustments for inclusion.

All children with SEN but without an EHC plan are welcome to apply for a place in our school, in line with the admissions policy. If a place is available, we will endeavour, in partnership with parents and outside agencies if required, to make the provision required to allow the pupil to access the curriculum here at Brookes Cambridge.

Identification and Assessment

Within Brookes, we have ongoing attainment and progress checking throughout the year to identify areas of strength and need. All teachers are responsible for identifying students with SEN and early identification is a priority. Methods of identification can include (but is not limited to):

- Information from previous schools.
- Parental evidence.
- Internal and external assessment and testing.

- Reports from professional practitioners.
- Specific criteria developed by subjects.

Children who are making less than expected progress given their age and individual circumstances will be highlighted as a concern to the SENDCO. This can be characterised by progress which:

- 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.

(SEND Code of Practice 2015, p95)

Slow progress and low attainment does not necessarily mean a child has SEN and will not automatically lead to the child being recorded as so.

Regularly throughout the year the SENDCO updates the records of SEND pupils. This is shared with all teaching staff and regularly reviewed at staff meetings. This report includes pupils:

- Who have been assessed by an Educational Psychologist (or other professional) to have a mild learning difficulty (including but not limited to: dyslexia, dyspraxia or dyscalculia).
- Who are diagnosed with ADHD/ADD or ASD.
- Who have diagnosed visual, auditory or physical difficulties which impact upon their learning.
- Who have an EHC plan.
- Who have been identified as 'SEN Support' level.

SEN Support

Where pupils have received quality first teaching, including strategies to narrow the gap that have been unsuccessful, the teacher should complete a referral to the SENDCO and consider whether special educational provision is required to facilitate progress being made. At this point, the parents will be informed and invited to discuss their child receiving 'SEN Support' and their partnership sought in order to improve attainment.

Brookes school is working towards an 'Assess, Plan, Do, Review' model (SEND Code of Practice 2015, p100-102).

Assess: Assessments by the class teacher, and where necessary formal summative assessments or data from external professionals will be collated as evidence in order to make an accurate identification of the child's needs. This will be shared and discussed with the parents.

Plan: If review of the assessment data indicates that 'additional to and different from' support is required, then views will be taken from the team around the child (including the parents, and the child's own views), to identify appropriate intervention strategies. These will be recorded and implemented by the class teacher with advice from the SENDCO. Strategies employed to enable the child to progress may be recorded in the form of a provision map or intervention profile. This will include information about:

- The strengths and weaknesses of the child.
- Any diagnoses.
- The short term targets set for the child (based upon assessments).

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, these will include challenging and relevant targets.

Review: Progress towards these outcomes will be tracked and reviewed by the class teacher, SENDCO and the child and their parents. The intervention profile will be reviewed once per term, or at minimum twice per year.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from outside agencies, in discussion with the child and their parents.

All children, whether they are SEN or not receive short term targets either for academic progress or for improvement in social integration or personal organisation. These are set by class teachers who may seek advice from the SENDCO. These are shared with parents.

Education, Health and Care Plan (EHC Plan)

For a small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request may be made to the local authority to conduct an assessment of Education, Health and Care needs. Prior to September 2014 this would have been a request for a Statement of SEN. The request may, or may not result in an EHC plan being provided.

During the assessment, information is collected from:

- the child
- the parent
- the child's school or early education setting

Information may be collected from:

- an educational psychologist;
- relevant health professions (for example the child's doctor, occupational therapist, speech and language therapist, physiotherapist, health visitor);
- children's social care, education welfare officers and other people that may be appropriate;

An EHC Needs Assessment will not always lead to an EHC plan. It is important to note that having a diagnosis does not guarantee that an EHC needs assessment will take place and nor does there need to be a diagnosis for a needs assessment to go ahead. Information gathered during an EHC needs assessment may indicate ways in which the early years setting, school, college or other provider can meet the child or young person's needs without an EHC plan.

Families can request support for this process, or for an initial EHC plan request from Suffolk Local Authority, please contact the Special Needs Officer Team in the area where you live:

Ipswich (South)

Special Needs Officer Team,
Children and Young People's Services,
Education and Learning,
4th Floor,
Endeavour House,
Russell Road,
Ipswich,
IP1 2BX.
01473 265101
SENTeamSouth@suffolk.gcsx.gov.uk

Bury St. Edmunds (West)

Special Needs Officer Team,
Children and Young People's Services,
Education and Learning,
West Suffolk House,
Western Way,
Bury St. Edmunds,
IP33 3YU.
01284 758809
SENTeamWest@suffolk.gcsx.gov.uk

Lowestoft (North)

Special Needs Officer Team,
Children and Young People's Services,
Education and Learning,
Adrian House,
Alexandra Road,
Lowestoft,
NR32 1PL.
01502 674718
SENTeamNorth@suffolk.gcsx.gov.uk

Annual Review of an EHC Plan

All EHC Plans must be reviewed annually with the parents, the pupil, the local authority and the school. Other professionals working with the child may also be invited. All professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the provision specified. The annual review will focus on what the child has achieved as well as on any issues that need to be resolved.

Medical Needs

In accordance with the Children and Families Act (2014) the school has policies to support children with Medical Needs. We endeavour to support children with medical conditions to achieve full inclusion in all school activities. This will be done in consultation with health and social care professionals in order to meet the needs of pupils.

Staff who work with pupils with medical needs will complete training to administer and supervise medications (eg. Diabetes Nurses).

Comments, compliments and complaints Procedure

Parents/carers contact the class teacher in the first instance when they have a comment or a concern about their child. Subsequently they may wish to speak with the SENDCO or the Head Teacher. If parents/carers still have a concern, they can make a formal complaint using the school's complaints procedure.

Contact information

SENDCO: Emily Ruddock

SENDCO
Brookes School
Flempton Road
Risby
Bury St Edmunds
Suffolk,
IP28 6QJ
Telephone: +44 (0)1284 760531

Email: SENDCO@brookescambridge.org | www.brookescambridge.org

Suffolk County Council's Local Offer

The Local Offer should provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it (see link below). Suffolk wants to make provision responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Appendix 1

GLOSSARY OF TERMS

ADD – Attention Deficit Disorder

ADHD – Attention Deficit and Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

EHC Plan – Education, Health and Care Plan

OCD – Obsessive Compulsive Disorder

PSHE – Personal, Social and Health Education

SEN – Special Educational Needs

SEND – Special Educational Needs and/or Disability

SENDCO – Special Educational Needs and Disabilities Coordinator