

BRINE LEAS SCHOOL

Part of The Cornovii Trust



POLICY STATEMENT FOR ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

GUIDING PRINCIPLES

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- At Brine Leas School, we have high expectations and set suitable targets for all students.
- At this school, a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years. A student is defined as SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. At school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school (Taken from 2014 SEN Code of Practice: 0 to 25 Years – introduction xiii and xiv.)
- There are 4 broad areas of SEN:

Communication and interaction, including:-

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

Cognition and Learning;

- When children learn at a slower pace than their peers, even with appropriate differentiation.
- Dyslexia, dyscalculia

Social, Emotional and Mental Difficulties: They include:

- A wide range of difficulties that manifest themselves in many ways eg: becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, misuse, eating disorders or other physical symptoms that are medically unexplained.

Sensory and /or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

All students are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified reason outlined in the student's EHCP (Education, Health and Care Plan).

TERMS

- SEN refers to a Special Educational Need.
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in this school.

OBJECTIVES

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with ASEND.
- To ensure that every student experiences success in his / her learning and achieves to the highest possible standard.
- To enable students to participate in lessons fully and effectively.
- To value and encourage the contribution of all students to take part in the life of the school.
- To work in partnership with parents / carers.
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEN.
- To work closely with external support agencies, where appropriate, to support the needs of individual students.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students.

RESPONSIBILITIES AND RESOURCES

The Special Needs Co-ordinator (SENDSCO), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENDSCO also provides professional guidance to colleagues to secure high quality teaching for students with SEN. Miss E Robinson currently holds this post.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Principal works closely with the SENDSCO and keeps the Governing Body fully informed of SEN issues, providing an

annual SEND Information Report. The content of the report is specified at section 6.79 of the Code of Practice 2014: 0 to 25years.

The Governing Body: the duties of the Governing Body are set out in the SEN Code of Practice, November 2001, section 1:21. The SEN Governor for this school Mrs A Ashley.

ACCESS ARRANGEMENTS AND FACILITIES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The school is a building with many steps and stairs. There is disabled access at the front of the building and 2 lifts that provides access to parts of the school. Access to some specialist facilities is provided by rooming on the ground floor or duplication of facilities at ground and first floor levels. There are easy access toilets on the ground floor. See the school's Accessibility Policy for further details. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0 to 25 years in terms of admitting Students with disabilities.

There are facilities for small group/individual teaching and supportive intervention within the LEC.

All members of the school community, including students, are invited to inform the school of any disability they have.

The school works with the Medical Needs Team to ensure that appropriate support is in place for pupils who have significant health issues that impact upon their attendance.

RESOURCES

Delegated funding for students with an EHCP is used to pay the salaries of dedicated staff to meet the needs of those students together with any resources / provisions that are deemed appropriate to enable a student to access their learning. These resources will have been identified as such in their EHCP.

Other devolved funding is allocated to support the needs of students with additional needs where /and as required.

Pupil Premium money is carefully allocated to support the children for whom it is targeted. Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the students' profiles.

IDENTIFICATION, ASSESSMENT AND REVIEW

Brine Leas School follows the SEND Code of Practice 2014: 0 to 25 years graduated approach with regard to the identification, assessment and review of students with special educational needs.

The process, practices and paperwork are those identified by Cheshire East and follows the Toolkit procedure.as established from April 2018

Students will be identified in the following way;-

First Concerns – Students are identified as First Concerns if a needs / concern has been identified by staff or parents. As a result of a meeting a short-term intervention package will be put in place. This will be reviewed after a term or as appropriate. The plan will be shared with all concerned. When the intervention is reviewed a decision will be made as to whether:

- i) The intervention has been successful and the student can be removed from the First Concerns list.
- ii) The student needs to remain on First Concerns and further intervention is needed.

If the intervention does not reduce/ remove the area of need / concern, then a student will be placed on the SEN register as SEN Support (K) and a Support plan will be initiated. This plan will be reviewed termly to ensure that the provisions allow the student to access their learning. If progress is not made external help will be sought and acted upon.

If there is no significant progress after a minimum of 3 reviews then a Needs Assessment may be made to the Local Authority.

In the school, we use a range of assessment data eg, relevant family/medical history, Teacher Assessments, Screening Tests, SATs results, Teaching Assistant assessments, reading/spelling tests, WRAT and behaviour observations to determine where support is needed.

REVIEW MEETINGS

Regular reviews will be held for students on the SEN register. Parents/carers and students are invited to share their views on pupil support and progress.

For students with an EHCP, regular reviews will also be held. An Interim Review will be held if felt to be appropriate or if it is felt that the EHCP no longer meets need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHCP. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

THE SEN REGISTER

The registers are updated termly to take into the First concerns that have been raised and the success or otherwise of prescribed interventions.

CURRICULUM

To enable access to the curriculum for students with SEN, the school may provide:

- Differentiated work
- Specialist teachers
- Teaching Assistants
- Individual/Bespoke timetables
- Intervention resources
- Specialist equipment
- Emotional Literacy

- Speech and Language Intervention
- Counselling
- Anger Management Support
- Literacy Intervention
- Numeracy Intervention
- Mentoring
- Dyslexic Support

The above form part of the school's offer.

COMPLAINTS

The school works, wherever possible, in partnership with parents / carers to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard according to the school's complaints policy and procedure.

EXTERNAL SUPPORT

The school will seek support from external agencies when a pupil has a barrier to learning or where it is identified in their EHCP.

Agencies include:

- The Educational Psychology Service
- SALT (Speech and Language Team)
- Paediatric Therapy Services (Occupational Therapy)
- CEAT (Cheshire East Autistic Team)
- Cheshire East SEN Team
- The School Nurse/ Medical Needs Team
- Education Welfare Service/ Family Liaison Officer □ Sensory Inclusion Service.
- Social Care /CHECS/Catch 22
- Children and Adolescent Mental Health Service
- CEAIS (Cheshire East Advisory and Information Service)
- Virtual Schools: to determine the arrangements to support children who are looked after by the Local Authority and have SEND

The school will also seek support from voluntary and private agencies as required.

THE LOCAL OFFER

The purpose of the local offer is to enable parents / carers and young people to see more clearly the services that are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire East's Local Offer can be currently found at :-

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx

LIAISON WITH PARENTS/CARERS

The school works in partnership with parents / carers where concerns are raised and in accordance with the 2014 SEN Code of Practice: 0 to 25years.

- Should a parent have a concern about their child they should, in the first instance, discuss this with their child's progress tutor
- If the class teacher has an initial concern about a student's progress, parents/carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child. The child will then be identified as a First Concern and placed on a register.
- If a decision is being considered to move a pupil on to the SEN register, then parents / carers will be fully informed. Parental views will be incorporated into the SEN Support Plan
- Parents / carers' comments are taken into consideration when deciding upon future action.

In terms of an Annual Review, parents' / carers' comments are sought either prior to the review or at the review and these views will be included in the paperwork sent to County.

CONSULTING YOUNG PEOPLE WITH SEN

Children's views will be sought and taken into account during the review process and at other key times throughout the year. Their review will be recorded in the SEN Support Plan. For pupils with EHCPs their views will also be included in the Annual Review paperwork sent to County.

TRANSITION ARRANGEMENTS

Transition reviews for Year 6 students are held, once a pupil has been given a place at the school. Where possible, the SENDCO or member of the team will attend the Annual Reviews for pupils who are hoping/ intending to attend Brine Leas School. Additional transition arrangements may be made at these reviews e.g. extra visits to help ensure a positive transition.

SEN students who are moving between key stages will have transition arrangements in place either prior to joining the school or, in the case of post 16, prior to leaving.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring and non-judgmental attitude throughout all areas.

REVIEW FRAMEWORK

The policy should be reviewed at least every three years (or sooner in the event of revised legislation or guidance).

Updated by: E Robinson	Date: January 17 2024
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