



BROMPTON-ON-SWALE
C.E. PRIMARY SCHOOL

Brompton-on-Swale Church of England Primary School

Special Educational Needs and/or Disabilities Policy

Principles and aims

The aim of Brompton-on-Swale School and its Governing Body is to provide a caring and supportive environment in which all pupils, irrespective of colour, creed or ability, are valued equally and are given the opportunity to develop their full potential, being able to access the National Curriculum and all other activities within the school so they have a broad and balanced education.

Whereas the majority of pupils will learn and progress within the general high quality teaching arrangements of the school, those who have difficulty in doing so may have special educational needs and/or disabilities (SEN/D).

The school will offer a graduated structure of provision for meeting pupils' special educational needs, including assessment, differentiation/modification of the curriculum, small group tuition or in-class support within school, one-to-one support, access to outside agencies where necessary and monitoring procedures.

The views of parents and pupils will be taken into full consideration at all times.

School will undertake such record keeping as is necessary to ensure the identification, assessment, diagnosis, differentiation, remediation and continued monitoring of children with special educational needs.

All staff at the school will have access to support and advice when necessary, with training when appropriate either from the SENCO, specialist teachers/teaching assistants or relevant outside agencies.

Strong links with other early years providers and secondary schools are in place to ensure the smooth transfer of children with special educational needs and/or disabilities, including systems in place to support the transition of SEN/D pupils transferring mid-year from schools out of area.

The School's SEN Information Report is advertised on the Brompton-on-Swale CE Primary School website as part of North Yorkshire County Council's 'Local Offer'.

www.bromptonschool.net

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Definition (Code of Practice p15)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 or form of language of their home is different from the language in which they will be taught.

Special educational provision means, for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010 if they have 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. '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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Areas of need

Communication and Interaction

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



Cognition and Learning

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and Mental Health Difficulties (SEMH)

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder

Sensory and/or Physical needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Identification and Procedure

The identification of special educational needs will be implemented by concern on the part of the parent, the class teacher or an outside agency, with reference to the Code of Practice and the criteria set out by North Yorkshire County Council.

Children who have been identified as having a special educational need and/or disability may be placed on the SEND Register. The school operates a policy of early intervention. A child will not normally be placed on the SEN/D Register for learning difficulties unless they are significantly below age-related expectations.

Assessments will be carried out by the class teacher, the SENCO and, where necessary, by an outside agency. All relevant information will be collected together to inform all interested parties e.g. the parents/carers, child, class teacher and SENCO. A decision as to suitable provision and monitoring will be made in conjunction with all interested parties and implemented as soon as possible. This provision will be recorded on their Individual Provision Map and a copy will be given to the child's parents/carers.

A child with special educational needs and/or disabilities will have their needs met, normally within mainstream school. With children who still do not make progress despite receiving additional support in school and from external agencies, the school may decide to make an Education Health Care Plan Assessment Referral (EHCAR). If the assessment is granted then an Education Health Care Plan (EHCP) will be put in place.

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Class teachers and teaching assistants working with the child will record provision, intervention or small group work in the class SEN intervention file.

The provision arrangements for all children on the SEND register will be evaluated and reviewed termly by the class teacher, pupil and parents. The SENCO and external professionals will also attend if appropriate. Children who have an Education Health Care Plan will have it reviewed at least annually.

The school recognises the extreme importance of the relationship between home and school. Should a parent have a complaint they would follow the usual school complaints procedure in terms of initially contacting the class teacher, then the SENCO, before contacting the Headteacher.

Responsibilities

The Governing Body

- The Governing body will appoint a Governor with responsibility for special educational needs and/or disabilities.
- The Governing Body have a responsibility to ensure that identification of and provision for children with special educational needs and/or disabilities is being made with reference to the Code of Practice, the North Yorkshire County Council criteria and the school's special educational needs and/or disabilities policy.
- They will also ensure that all children with special educational needs and/or disabilities will have access to the entire curriculum, wherever possible.
- The SEN/D Governor will meet regularly with the SENCO at least once per term to review the school special educational needs and/or disabilities policy and practices.

The Headteacher

- The Headteacher is the 'responsible person' in receipt of information from the LA regarding the special educational needs of children within Brompton-on-Swale CE Primary School.
- The Headteacher will designate a member of staff, the SENCO, to oversee the provision of special educational needs throughout the school. The SENCO will be a member of the senior leadership team.

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The Special Educational Needs and/or Disabilities Co-ordinator (SENCO)

- The SENCO is responsible for the day-to-day operation of the special educational needs policy within school.
- The SENCO will help with the identification, assessment, provision and monitoring of children with special educational needs. This will include evidence recorded in the SEN intervention file.
- In conjunction with the class teacher, the SENCO will also be responsible for liaising with the parents and pupils to ascertain their views and wishes.
- The SENCO will support class teachers in producing an Individual Provision Map for each child on the Special Educational Needs and/or Disabilities Register to show the support that the school is providing and monitoring this provision.
- The SENCO also has responsibility for advising staff, liaising with outside agencies where necessary and providing training or information.

Class teachers

- Class teachers will endeavour to create a high quality teaching and learning environment, which aims to support the progress of all learners and especially learners with SEND e.g. through the use of display and working walls.
- Class teachers recognise the importance of staff-learner relationships and are especially sensitive to the needs of children with SEN/D.
- Class teachers will produce an Individual Provision Map (IPM) for each child on the Special Educational Needs and/or Disabilities Register to show the support that is being provided. This will be reviewed and updated where necessary on a termly basis by the class teacher.
- Class teachers will be responsible for organising and leading termly review meetings with parents/carers (and SENCO and/or external agencies where necessary) to evaluate progress and review and update Individual Provision Maps.

Links with outside agencies

The school has links with numerous outside agencies and recognises the valuable role that they play. These agencies will not normally be referred to unless children have been placed at on the Special Educational Needs and/or Disabilities Register for at least a term and progress made is less than good.

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Resources and funding

The SENCO will have time whenever needed (equivalent to 1/2 day per week) as part of their leadership and management time for special educational needs work.

There will be specific teaching assistants working designated hours with children who have Education Health Care Plans and in-class teaching assistants who will be directed to work with children who have special educational needs and/or disabilities, or will oversee whole class learning whilst the class teacher takes on this role as part of their good quality first teaching.

A. Hewitson February 2018

Review date: February 2019

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