



Broadstone Hall Primary School SEND Policy 2021-2022

Statement of Intent

This policy outlines the framework for Broadstone Hall Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and/or disabilities.

Broadstone Hall Primary School therefore intends to work with Stockport Local Education Authority and within the following principles, which underpin this policy:

- The involvement of children, parents/carers and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between parents, education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.
- To embed the Stockport Entitlement Framework within our school for all pupils, parents and staff.

https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb_eXkRM



- To ensure the Co-Production Charter is at the heart of our school.
<https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=nudlaU2nLlw>



Our Vision

All the things that happen at Broadstone Hall Primary School are driven by our 'Vision'

At Broadstone Hall Primary, we believe that all children should be entitled to a relevant, broad, balanced and rich education designed to enable individuals to participate fully in society, being able to contribute to and benefit from it. Our Core Learning Values, (Resilience, Independence, Co-operation, Confidence) help our children on their learning journey, not just at Broadstone Hall, but throughout their lives. Every child is unique in terms of characteristics, interests, abilities, motivation and learning needs. Every child should be supported wherever necessary and by whatever reasonable means in order to gain full access to the curriculum. This may be facilitated through a range of access technologies including trained staff, specialist equipment and/ appropriate resources. Children thought to have special educational needs and disabilities should be assessed as early as possible in their school career and access to relevant specialist advice sought where appropriate. Children with special educational needs and disabilities should enjoy the same opportunities and experiences as others. Support plans, Behaviour Plans should be designed to maximise opportunities for independent learning. Children should be encouraged to develop their confidence, self- esteem, to take pride in their progress and to celebrate achievements. All pupils should be entitled to a happy, secure, caring and stimulating environment where children feel able to develop and achieve – socially, emotionally, intellectually and physically. We are a caring, respectful and co-operative school community.

We are committed to providing equal opportunities and by providing the children with access to support, we aim to ensure the highest quality education for all. By raising the aspirations of and expectations for all pupils with SEND, our school provides a focus on outcomes for children and young people, not just hours of provision/support. Every teacher is a teacher of SEND.

Inclusive education is the basis of lifelong equality. Here are BHPS staff aim to follow key principles of inclusion by:

- ***Knowing every child has a right to a quality education***
- ***Setting suitable learning challenges***
- ***Responding to pupils' diverse needs and ensuring equal opportunity***

- ***Overcoming potential barriers to learning and assessment for individuals and groups.***

All those concerned with a child's needs should work in partnership; teaching staff, parents, outside agencies and the child should all be included in planning and developing practice to ensure the child reaches their full potential in every aspect of school life.

Legal Framework

In line with relevant legislation and statutory requirements, having due regard to the New Code of Practice (September 2014) all children with SEND will be offered full access to a broad, balanced and relevant education. This includes an appropriate curriculum for the Foundation Stage and the 2014 National Curriculum. Pupils are fully included in all areas of school life. This includes full access to an appropriately differentiated curriculum, access to educational visits and social inclusion with other pupils. All class teachers have a responsibility for meeting the special educational needs of the children in their class. All staff has access to appropriate training to fulfil their responsibilities.

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25 (2015)
- Supporting Children with Medical Conditions (2015)
- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children (2015)

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25 2014 and should be read in conjunction with the following guidance, information and policies:

- **The Equalities in Education**
- **The Accessibility Plan**
- **The Local Offer**
- **Guidance for Early Years settings, schools and SEN practitioners: working with**
- **Children and Young People with Special Educational Needs & Disabilities**
- **Statutory Guidance on Supporting Pupil's Medical Conditions in School**
- **The Safeguarding Policy**

Aims

- To make appropriate provision to overcome all barriers to learning and ensure pupils have full access to a broad and balanced curriculum
- To work in partnership with parents/carers and involve them in all stages of their child's progress.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in partnership to ensure that any child's Special Educational Needs and Disability are identified early.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To make active use of assessment ensuring that each child receives the challenge and support needed to help them make progress.
- To work in cooperation and productive partnership with outside agencies and professionals to ensure a multi- disciplinary approach.
- That in light of a child's age and understanding, their wishes are taken into consideration.
- We want all children to achieve and excel irrespective of their background or their barriers to learning, and we strive to create an inclusive school culture.

Objectives

- To identify at the earliest possible opportunity and provide for pupils who have special education needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs & Disabilities Coordinator (SENDCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs

Identification and Assessment

The school undertakes assessments across all year groups to determine pupil progress. Class teachers will seek to address all individual learning needs and styles through differentiated quality first teaching and the use of the learning environment (e.g. dyslexia friendly classrooms). Class teachers complete ongoing monitoring records of concerns about individual children in a presenting needs form.

Following the guidelines in the Revised Code of Practice pupils are categorised according to the nature of their special need. Areas or categories of need;

- Cognition and learning
- Communication and Interaction
- Sensory and/or physical
- Social, mental, emotional health

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

Putting support in place for children with additional needs is a graduated response known as the Universal, targeted or individualised approach (this can be viewed on our website). We always discuss how we can support children in school before involving outside agencies. If a child is identified as having an additional learning need or needs, then the class teacher and SENDco will work together with the child and parents to come up with a suitable plan for support and intervention. For all children, whole class quality first teaching is always the first and most important aspect to improving attainment and achievement. However, for some children, additional support is also necessary. This may be support within class, differentiated work, small group intervention work or 1:1 support in and out of class, depending on need. Depending on the complexity and severity of a child's needs, it may be appropriate to refer them to outside agencies who can offer support and advice.

Some children on the SEND register have their progress tracked through using the Stockport Assessment Tracker. This allows us to celebrate small steps of progress with the child and family and set suitable, challenging yet achievable targets moving forwards. Current staff from outside agencies working with Broadstone Hall Primary;



- Learning Support Service – Jo Gibbs
- Behaviour Support Service – Emma Geary
- Educational Psychologist – Madeliene Laird
- Primary Inclusion EYFS- Tina Russel Cruise
- Primary Inclusion KS1 – Jill Breden
- Secondary Transition Inclusion Coordinator – Judy Alder
- Speech and Language Therapy – Let's Communicate
- School Aged Plus Worker- Bev Pursglove
- School Nurse- Helen Finn
- Occupational Therapy – Katie Pigeon
- Assessment and Review Officer – Angela Wood

Roles and Responsibilities

SENDco/ Assistant SENDco

The designated teacher for coordinating the day to day provision of education for pupils with special educational needs and disabilities is Lauren Haynes. She can be contacted by phone 0161 432 1619, by e-mail lauren.haynes@broadstonehall.stockport.sch.uk or by coming into school to make an appointment.

You can also contact our Assistant SENDco Nicola Clifford on the same number above and at nicola.clifford@broadstonehall.stockport.sch.uk

Responsibilities include:

- Keep and update an accurate special needs and disabilities register, including a record of children at SEND Support and those with Education and Health Care Plans (EHCP).
- Co-ordinating the provision for pupils with special educational needs and disabilities.
- Meet and liaise with all outside agencies and pass on relevant paperwork and information to teachers and parents.
- Offer support and guidance to teaching staff, on an individual basis or as INSET/Staff Meetings.

- Assess and monitor children once they have joined the register.
- Ensuring the progress of the children with special educational needs is regularly monitored and reviewed.
- Work closely with the head teachers to and governing body.
- Communicate with parents and external agencies in respect of children with SEND.
- Liaising with teaching staff and giving advice when appropriate.

Parents / Carers

Parents are viewed as partners in their child's education and their views are sought at every opportunity. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of pupils with special educational needs and disabilities will be:

- Pupil's SEND Access Plan will be co-produced by Class Teacher/SENDco, parents and the child where necessary.
- The class teacher or SENDco will meet with parents on a termly basis to discuss the child's progress at school and review their current Access Plan.
- The SENDco will initiate any additional meetings deemed necessary to further inform parents or where there may be concerns over the child's progress or where a child no longer requires SEN provision.
- The SENDco and external agencies where appropriate, will meet the parents where a request for formal assessment is to be made.
- Parents of a child with an EHCP will be invited to interim and annual review meetings.
- An open door policy is adopted where parents are encouraged to request the opportunity for informal discussion whenever they feel it appropriate or when they have further concerns. Parents are actively encouraged to help implement the Access Plan written specifically for their child.
- Parents are welcome to query decisions made by the school through the school's designated channels as laid down in school's documentation. If still not satisfied with the school's response, they can seek advice and/or assistance from the LA and, further, have the right to appeal to the LA's SEND tribunal.

Governors

The Governing Body will appoint someone responsible for monitoring special educational needs and disabilities who will liaise closely with the SENDco and report back to the Governing Body. The current SEND Governor is Mrs Cindy Davies. A report to the Governing Body will comment on the school's effectiveness and implementation of the SEND policy.

Particular emphasis will be placed on:

- Identification and assessment of special needs.
- The provision of an inclusive environment.

- Methods of monitoring, recording and reporting back to parents.
- SEND funds and spending.
- Deployment of equipment, resources and personnel.
- The use made by the school of outside agencies and support services.
- SEND as an integral part of school development/ school Self-Evaluation
- Fully engage parents/carers and/or young people with SEND when drawing up policies that affect them.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents/carers and pupils through a single point of access.
- Any significant changes in policy.

Class Teacher

The class teacher should enhance the effectiveness and the implementation of the SEND policy by:

- Annotating any initial concerns about children on the presenting needs form.
- Identifying any child who may need to be placed on the school's SEND register and subsequently informing the SENDco of any concerns.
- Writing Support Plans / Assess, Plan, Do Reviews/ One Page Profiles/ Child Centred Behaviour Plan/ My Plans for the children who are on the SEND register, with/out SENDCo's help and advice.
- To use the universal, targeted and individual approach.
- Ensuring that planning links to the support plan.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Use appropriate assessment to set targets which are tailored specifically to the child.
- Evaluating Support plans.
- Attending any Annual Review meetings or interim meetings that the SENDco deems necessary.
- Working alongside all outside agencies, adapting teaching methods if necessary, in order to fully implement any advice given to the school.
- To take responsibility for their own CPD and engage in training to enhance their development and expertise for children of SEND.
- Liaising with and preparing work for SEND staff and/or TAs where necessary in advance, who are working with children within their class.
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupil themselves.

- Liaising with previous and future teachers to ensure a smooth transition from class to class.



Universal, Targeted and Individualised, Approach

Broadstone Hall Primary School will, once a potential SEND difficulty has been identified, employ the universal, targets and individualised approach to meeting the pupil's needs, including:

- Quality First Teaching
- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Do** the interventions, with support of the SENDCO.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.
- **Subject Leads-** Ensuring that subject leaders have an intent for pupils with SEND, targeting their learning, development and provision in their subject areas

Education, Health and Care (EHC) plans

- Broadstone Hall Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will follow the legal process in considering whether to admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them prior to attending our school or already in place if child is already at our school.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an EHC Plan

Broadstone Hall Primary School will:

- Ensure that the co-production charter is at the centre of our reviews
- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.

- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

Involving Pupils and Parents/Carers in Decision Making

Broadstone Hall are part of the Co-Production Charter the link is below for more information about this.



Co-production charter:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=nudlaU2nLlw>

Effective planning should help parents/carers, children and young people with SEND express their needs, wishes and goals, and should:

- Ensure the child and the parent are at the centre of everything we do.
- Focus on the child or young person as an individual.
- Be easy for children, young people and their parents/carers to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

Examination Arrangements

- The SENDCO, DHT and HT along with Year 6 teaching staffs liaise to ensure that all children with SEND are given every opportunity to succeed in exams and assessments, following the government's guidance where appropriate.
- <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

Training and Professional Development

Training for everyone is seen to be important for all and can take two forms:

- In-house response to the needs of individuals or groups led by either the SENDco, LA support or an external consultant.
- Formal training for an individual from the LA or a recognised establishment.

The school budget will be used for course attendance and supply cover made available for professional development. All training is tied to appraisals for both teachers and SEND staff as well as subject leader's requirements. All SEND staff and teachers are to have an induction which will highlight any need for further training. Training for pupils who are new to our school and have a particular need are planned for in advance.

Admission and Transition

In the summer term, teachers work with the receiving class teachers, phase leaders and SEND Support to ensure a smooth transition for children with SEND. The SENDco liaises closely with local nurseries and receiving secondary schools. For children with EHCPs, introductions and planned visits are made for transition. Records are passed on to the new school enabling appropriate provision to be continued. The school adheres to the LA admission policy and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with SEND. The Headteacher and SENDCo will liaise with both parents and any involved agencies in preparation for the child starting school. All children will visit the school for half-day sessions and further informal visits, if thought to be appropriate and beneficial for the child, will be organised. We will do all we can to assist the admission to school of children who have SEND, including liaison with parents and other agencies about start dates, phased or delayed entry if necessary and support once in school to ensure the child's needs are met as far as possible.

SEND and Disability Tribunal

Broadstone Hall Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored in a locked cabinets or stock cupboards. Records are kept electronically and password protected. Paper records are kept for the duration of the time the pupil attends Broadstone Hall Primary School and are then passed on to the relevant High School during one of the school's transition meetings. The relevant High School will be asked to sign a form to say they have received all documentation.

Local offer

Broadstone Hall Primary will cooperate generally with the local authority and local partners in the development and review of the local offer. Stockport's local offer can be found at <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

The Stockport Local Offer provides advice, information and services to children and young people with Special Educational Needs or Disabilities (SEND) and their families.

[About the Local Offer](#) - Learn more about our website.

Latest news

Appointment of Joint Director of Education
Welcome Tim Bowman, Newly appointed as Joint Director for Education across Stockport and Tameside. [More information](#)

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COVID-19 

SEND Improvement Journey 

Advice and Information 

What's on? 

Early Years (0-4) 

Primary (4-11) 

Secondary (11-16) 

Adulthood (16-25) 

Parent & Carers 

Stockport SENDIASS 

Get Involved 

Feedback 

Policy written by: Lauren Haynes	DATE: April 2021
To be reviewed.	DATE: Jan 2022
Signed off by Governor: Cindy Davies	DATE: May 2021

