

Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning journey and making progress.

Values

We have **7 core key values** we will support the children in developing.

1. **Pride** - A strong sense pride in their abilities, achievements and appearance. To support peers celebrating their abilities and achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience.
3. **Independence** - self-confidence and self-belief to achieve their own personal success.
4. **Resilience** - A developing ability to bounce back after a difficulty and help others to do the same.
5. **Kindness** - to be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect.
6. **A sense of adventure** - a passion for adventure, an appetite for fun and a willingness to take sensible risks.
7. **Creativity** - A confidence to express their creative flair, personal passions and develop their imagination and resourcefulness.

Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills. We want children to have fun, play and laugh.



BRAMLEY VALE PRIMARY SCHOOL

Every Child Every Day

Inclusion and Special Education Needs vision

The school's motto, values and aims works in harmony with our inclusive practice. The ABC of Inclusion influences the ethos of our school:

A- **Acceptance**: accepts, welcomes & values all

B- **Belonging**: child's sense of belonging, which is fostered by attitudes

C- **Community**: school reflects, welcomes and serves the local community - it supports all pupils and enables them to succeed.

(Briggs, 2015, p.9)

Inclusive practice is a golden thread throughout our SEN vision and provision, shaping the way in which we operate on a daily basis.

Our SEN Vision:

1. All children are part of our school community, they have a **sense of belonging** with their peers, in their class, within the whole school and the wider community.
2. The staff have a **child centred approach**, valuing the child's opinions, needs, wants and views.
3. We work in **partnership** with **parents** and **carers**, sharing assessments and next steps for their child. Through our **professional partnerships**, we seek advice on how to adapt and develop our teaching strategies.
4. The staff have **high expectations** and **challenge** all children as they access an age and ability appropriate curriculum, delivered through Quality First Teaching and targeted interventions.
5. The school and staff will use their **best endeavours** to meet the pupils' special educational needs.

Admissions- Inclusion and Equal Opportunities

Admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

What is Special Educational Needs (SEN)?

A child is identified as having a special educational need "if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (DFE, 2015, p.15) This includes children with specific learning difficulties, physical disability or speech impairments, or behaviour or emotional difficulties. The SEN Information Report for Bramley Vale, goes into more detail about the identification of SEN.

How do we support children with SEN?

We support all of our pupils identified with SEN, using a child-centred approach, in accordance with national legislation, including the Special Educational Needs and Disability Code of Practice (2015).

1. Staffing

All **teachers** will provide Quality First teaching, demonstrate a flexible approach and use a range of teaching styles to respond and meet the needs of all pupils, including those with SEN. Teachers will set suitable and aspirational learning challenges; differentiating tasks and providing support through equipment, resources and adults. The teacher will effectively deploy **teaching assistants** to provide one-to-one support in class and deliver SEN programmes suggested by outside agencies. Teaching assistants will follow the direction from the teachers and share their daily comments and assessments with the class teacher. Some highly skilled teaching assistants will lead and deliver teacher planned interventions.

Teachers will work with the **Special Educational Needs Coordinator (SENCo)** to identify children who are not making age expected progress. The SENCo will provide professional guidance, coordinate with outside SEN agencies and facilitate specific provision to support individual pupils with SEN.

The **SENCo** should be aware of the Local Offer and work alongside teachers, professionals and families to ensure pupils receive the appropriate support and high quality teaching. The SENCo will work with **Senior Leadership Team (SLT)**, **Headteacher** and **Governors** on determining the strategic development of SEN policy, provision and staff deployment. The SENCo will work closely with the Headteacher and SEN Governor.

2. Partnerships

The SENCo will use the Local Offer to identify services, agencies and professionals that can provide SEN provision and support. Here are some that we work with:

- Educational psychologists
- Specialist teachers at SSEN
- Behaviour support
- Child and Adolescence Mental Health Support- CAMHS
- Supporting families with P4YP
- Speech and Language Therapists -SALT



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3. Screening and assessment

When children enter our school, we aim to accurately assess the child within the first 6 weeks. During this time, we set targets for the child's academic progress over the coming year. At the start of every academic year, teachers work with the Headteacher to review the children's progress and create aspirational but achievable targets for their class. These are reviewed through pupil progress meetings every half term. The targets are shared with all staff working alongside the children.

By using Quality First teaching and differentiating through support, tasks and expectation we ensure that the Early Years and National Curriculum programmes of study meet the children's needs. However, if it is felt that the needs of a particular child are not being met by this process, the class teacher will share with the SENCo their concerns and may be placed on a school Support Plan.

A support plan breaks down a child's area of difficulty into SMART (Specific, Measurable, Achievable, Realistic and Timed targets). These are then shared with the child and the parent/carers. The teacher may suggest how the child could be supported at home too. These targets will be monitored and reviewed on a regular basis, with the child at the centre of the decision making.

Planning meetings are held yearly with the Educational Psychologist (EP) to discuss any children on a support plan, who continue to present concerns with their learning. The EP will be able to provide advice and guidance on what a child may need next. The EP may observe the child and assess the child, they will then feedback their findings with parents, teaching assistants, teacher and the SENCo.

If after setting a series targets and the child is not making the accelerated progress, as planned, the professionals may advise the school to apply for additional top up funding. This will provide the child with tailor-made support in the form a GRIP or an EHCP (where health and care needs are also identified.) These are targets are monitored and reviewed regularly, with a review meeting held for parents.

4. School development

The appointed SENCo (Laura Fay) holds The National Award for Special Educational Needs Coordination, which is a statutory requirement of all SENCos. Regular CPD opportunities are attended by a range of staff and can be requested in specific areas to support our current cohort of children.

SEN Governor: Tamar Smart

SENCo: Laura Fay

This document will be made available for all parents and staff to read on the school website. Teaching staff will have a copy of the SEN Policy emailed to them.

References and Further reading

Briggs, S (2016) *Meeting Special Educational Needs in Primary Classroom: Inclusion and how to do it* (2nd Ed.) London: Routledge

DfE and DoH (2015) *Special educational needs and disability code of practice: 0 to 25 years*. London: DfE.

DfE (2014) *The national curriculum in England. Framework document*. London: DfE

DfE (2013) *Equality Act 2010: advice for schools*. London: DfE