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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, laugh and learn.



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. Every Teacher is a Teacher of SEND. Teaching standard 5 states that all teachers adapt teaching to respond to the strengths and needs of all pupils.
3. The staff have a **child centred approach**, valuing the child's opinions, needs, wants and views.
4. 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.
5. 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.
6. 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, where appropriate, 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 Derbyshire Local Offer website (linked on our webpage) 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
- Inclusion Support Advisory Service
- Child and Adolescence Mental Health Support- CAMHS
- Supporting families with P4YP
- Speech and Language Therapists -SALT
- NHS- Changing Lives

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



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are not being met by this process, the class teacher will share with the SENCo their concerns and they 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 through the Graduated Approach, with the child at the centre of the decision making.

4. A Graduated Approach

The Graduated Approach refers to the system of SEN support within our school. It is the system by which schools should assess the needs of children and young people and then provide appropriate support.

The system should follow four stages, often referred to as a 'cycle':
Assess, Plan, Do, Review.

This cycle should not be considered a single process. It provides a continuous cycle of assessment as children's strengths and needs develop and change.

The four-stage approach is as follows:

Assess: The class teacher (working with the SENCO) is responsible for carrying out a clear analysis of a pupil's needs, drawing on teacher assessments and experience of the pupil.

Plan: Where it is decided to provide a pupil with SEN Support, the parents must be notified. All teachers and support staff who work with a child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.

Do: The planned interventions should then be put into place. The class or subject teacher should work closely with any teaching assistants or specialist staff involved and the SENCO should support the class or subject teacher.

Review: Reviews should take place and inform feed back into the analysis of the child's needs. The Code of Practice suggests schools should meet with parents three times a year. However, teachers at Bramley Vale will review and discuss the SEN Support with parents each half term. For Good Practice, there will be at least- three face to face meetings and three telephone calls per academic year. The decision to involve specialists can be taken at any time and will always involve parents.

If, despite support being provided in this way, a child is not making expected progress, and requires more support than the notional SEND budgets within the school, then an EHCP may be required

The school and parents or young person can make the request for an EHC needs assessment. Parents will find more information on Derbyshire's Local Offer website.

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.

Children may be referred to ISAS (Inclusion Support Advisory Service). If they meet the threshold criteria, the School's ISAT (Local Authority Inclusion Support Advisory Teacher) will come into schools to observe children. They will chat with the Class Teacher and SENCo to discuss barriers to learning and individual needs to make progress. Follow up work will be set for the class teacher and teaching assistant to work on. The ISAT may deliver training to school staff, provide strategies, offer advice and assessment details to support with learning moving forward.

If after setting a series of 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 Inclusion Funding (IF) or an EHC Plan (where health and care needs are also identified.) These targets are monitored and reviewed regularly, with an EHC Plan review meeting held with parents annually.

5. School development

The appointed SENCo (Lisa Foston), is currently studying the NPQSENCo which is a statutory requirement of all SENCos. Regular CPD opportunities are attended by a range of staff and the SENCo and can be requested in specific areas to support our current cohort of children.

Role of the SENCo

The role of the SENCO is clearly described in Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25. Primarily responsible for overseeing provision for students with special educational needs and disabilities (SEND).

The key roles and responsibilities of a SENCO include:

- Coordinating support and education plans for students with SEND
- Liaising with parents of children with SEND
- Advising fellow teachers on SEND best practices and strategies
- Managing teaching assistants and support staff
- Overseeing implementation of the SEND policy
- Monitoring effectiveness of SEND provisions
- Maintaining accurate SEND records
- Referring students for specialised assessments when needed
- Staying up to date on SEND developments and training



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SEN Governor: Margaret Cox; John Lovell

SENCo: Lisa Foston

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 once Governor Approval has been made.

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