



In the knowledge that
we are loved, we are rooted
by our Christian values.

Brill Church of England School

SEN Information Report

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Policy Owner	S.Ing
Signed Headteacher	L.White
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Our Vision

A Brill child should be resilient and feel secure and supported in reaching their potential, ready for the challenges of today and prepared for tomorrow.

Our Ethos

With the Wind in Our Sails: We shall live 'life in all it's fullness' (John 10:10)

Our school is never static. One of the many delights of being able to spend our days working with growing and changing children, and adults, is that being 'stuck' anywhere is never really an option.

Just like the wind moves the sails of the windmill, it pushes our school community forwards and we all learn more about ourselves and each other. We keep moving forward.

Our Mission

Brill C of E Combined School provides a broad and balanced curriculum which enables all children to succeed. Our foundation for planning is high expectations for all. We ensure our children, whose learning styles and needs are diverse, meet our expectations through use of differentiated challenges, visuals and support. We value all children regardless of age, ethnicity, disability, gender, attainment or background and ensure that they are given opportunities to learn in a safe and caring environment.

Children have Special Educational Needs (SEN) if they have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. We are part of Buckinghamshire Council's integrated SEND Service which encompasses a broad team of professionals who work together to remove barriers to learning and put effective SEN provision in place.

Brill School offers extensive support to children with SEN and details of what this looks like can be found here – <https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-availablehttps://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-available-provision/provision/>

There is support for the 4 broad areas of need including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs

This support works in a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making progress and securing good outcomes. This is known as the graduated approach. We use SEN Support Plan documents (Individual Personal Plans – IPPs) to identify the particular needs of children, monitor their progress towards desired outcomes and track the use and impact of resources and support.

THE LOCAL OFFER

The Buckinghamshire SEND Local Offer is a network of services for children and young people with Special Educational Needs and Disabilities. The SEND Local Offer provides clear, detailed and accessible information about the services and support available, and works to ensure that young people with SEND and their parents and carers are listened to when local services are developed and reviewed.

The Integrated SEND Service of Buckinghamshire Council consists of:

- Education, Health and Care Coordinators who coordinate the statutory Education, Health and Care (EHC) needs assessment process with children and families

- Specialist Teachers (ST) who aid pupils who are experiencing greater difficulty than their peers in accessing the National Curriculum
- Educational Psychologists (EP) identify and support children with complex, significant or persistent difficulties related to their development and/or learning

Additional Support Services

- Community Paediatrician
- Occupational Therapy (OT)
- Speech and Language Therapy (SLT)
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service (EPS) - Aylesbury

Use the link below to explore the Local Offer in more detail.

[Family Information Service SEND](#)

Specific information can be found here:

- [Education and SEND](#)
- [Education, health and care plans \(EHCP\)](#)
- [SEND education options and admissions](#)
- [Preparing for adulthood](#)
- [Forms, templates and service statements](#)

A helpful video guide to the Local Offer can be found here - https://www.youtube.com/watch?v=a98NH_ZIWEM

AIMS AND OBJECTIVES

2.1 It is our aim to be a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality must be a reality for all of our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Able, gifted and talented children
- Children who are at risk of disaffection or exclusion
- Traveller

➤ Asylum seekers

2.2 The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges; ○ responding to the diverse needs of the children; ○ overcoming potential barriers to learning and assessment for individuals and groups of pupils; ○ providing other curricular opportunities to meet the needs of individuals or groups of children

(this includes physiotherapy and speech and language therapy) ○ commitment to the Core aims for Children and Young People (Every Child Matters).

2.3 We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

2.4 This policy should be read in conjunction with other policies such as the Teaching and Learning Policy, Curriculum Policies, Assessment Policy, Anti-Bullying Policy, Behaviour Policy, SEN Policy, Child Protection Policy and the school's Equality Plan. The Accessibility Plan should also be read in conjunction with this policy.

3. TEACHING AND LEARNING STYLES

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered in age related interest level. This enables children to make progress within their own attainment level.

3.2 When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage or extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

3.4 Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability.

3.5 Teachers and support staff ensure that all children:

- feel secure and know that their contributions are valued ○ appreciate and value

the differences they see in others ○ take responsibility for their own actions ○ are able to wear clothing that is appropriate to their religious beliefs and participate in activities safely ○ are taught in groupings that allow them all to experience success ○ use materials that reflect a range of social and cultural backgrounds without stereotyping ○ have a common curriculum experience that allows for a range of different learning styles ○ have challenging targets that enable them to succeed ○ participate fully regardless of disabilities or medical needs.

4. CHILDREN WITH DISABILITIES

4.1 Some children in Brill C of E Combined School have disabilities. We are committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school. Brill School meets the requirements of the Equality Act that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

4.2 The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. The school's Accessibility Audit is carried out on an annual basis to identify how we meet the needs of all our children and their families.

4.3 Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

4.4 Teachers and support staff ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use; ○ takes account of the effort and concentration needed in oral work or when, for example, using vision or hearing aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials; ○ allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allows hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science and also to use visual resources and images both in art and design and in design and technology; ○ uses assessment techniques that reflect their individual needs and abilities;
- takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

5. DISAPPLICATION AND MODIFICATION

5.1 The school, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Brill School's policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of planned learning or through the provision of additional learning resources. When necessary, we also support learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them in order to support the child.

5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents. The school governor with responsibility for additional learning needs would also be closely involved in this process. Brill C of E combined school would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

6. INCLUSION AND RACISM

6.1 The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Head Teacher. The school contacts parents of those pupils involved in racist incidents.

7. PARENTAL INVOLVEMENT

7.1 At Brill C of E Combined School we work very closely with parents and carers to ensure that all children reach their full potential. Parents can meet with their class teacher, SENCo or Head Teacher, by appointment, to discuss any aspect of their child's learning or for pastoral support.