



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

Brill Church of England School

Relationships and Behaviour

Policy Reviewed	Sept 2023
Policy Owner	S.Ing
Signed Headteacher	L.White
Review date	Sept 2024

CONTACT INFORMATION

Name and contact details for the SENCo:

Mrs Samantha Ing

Brill Primary School

The Firs

Brill

Bucks

HP18 9RY

TEL: 01844 237710

E-Mail: s.ing@brillschool.org.uk or office@brillschool.org.uk

Name and contact details for the Head Teacher:

Mrs Louise White

Contact details as above

Name of the SEN Governor:

Mrs Rebecca Field

Contact details as above

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 Mission and 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.

1. AIMS AND OBJECTIVES

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

- *“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions”*

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is “... *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*”. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

Aims

At Brill School, we believe that every pupil has individual and unique needs. It is our aim to provide a stimulating and inclusive learning experience for all of our pupils. We acknowledge that around 20% of children will have some form of special educational needs at some point during their time in school. Some of these children will require support throughout their school life whilst others may require support for a short period of time to overcome a temporary need. If these children are to achieve their full potential, we must recognise this and plan accordingly. At Brill C of E Combined School, we aim to provide all children with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the national Curriculum and adhere to the five areas of the ‘Every Child Matters’ (2003) document.

- **Being healthy**
- **Staying safe**
- **Enjoying and achieving**
- **Making a positive contribution**
- **Economic well-being**

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

It is also our aim to:

- Enable every pupil to experience success.

- Promote individual confidence, self-esteem, positive attitudes and opportunities to discuss their special educational needs.
- Ensure that all pupils receive appropriate educational provision that is broad and balanced being relevant and differentiated and that demonstrates coherence and progression in learning.
- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- To remove their barriers to learning wherever possible 'Removing Barriers to Learning' 2004.
- Identify, assess, record, and regularly review pupils' progress and needs.
- Involve parents/ carers in planning and supporting at all stages of their child's development.
- Work collaboratively with parents, other professionals and support services including the Educational Psychology Service where appropriate.
- Facilitate and support children/families through the Common Assessment Framework process.
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.
- Safeguard and promote the welfare of all children and young people.

Goals and objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEN code of Practice, 2015.
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Based upon these beliefs, our goal is to provide a curriculum:

- Which welcomes children of all abilities equally through which all children can experience challenge and success.
- Which is differentiated in order to make the new learning accessible to all children.
- Where a broad range of strategies are used.
- By differentiation.
- By a mixed approach to group work within class, sometimes including a mixed ability approach for particular tasks.
- By open ended/structured/graduated task design.
- By the use of questioning.
- Providing individualised methods of recording to include verbal, pictorial and the use of computers and other technical support where appropriate.
- Through the use of outside agency support.
- Through the use of teaching assistant support.
- Where early identification of SEN takes place and relevant in-class or out of class interventions are put into place.
- Where some of the SEN children are involved in planning and reviewing their progress through Individual Pupil Profile (IPP) meetings.
- Where all SEN children's progress and provision is reviewed through the use of class Provision Maps and regular Pupil Progress Meetings (PPMs).

- Where provision is made to ensure the curriculum is accessible to those children with disabilities.

Relationships to other policies:

This policy should be read in conjunction with other policies such as the:

- Teaching and Learning Policy
- Curriculum Policies
- Behaviour Policy
- Inclusion Policy
- Anti-Bullying Policy
- Child Protection Policy
- Equality Plan
- Supporting Children with Medical Conditions Policy
- The Accessibility Plan should also be read in conjunction with this policy

ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

Governors

The governing body in cooperation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative governor (the SEN governor, Rebecca Field) who takes particular interest in this aspect of the school's work.

Governors have responsibility for ensuring:

- That SEN provision is an integral part of the school development plan.
- That the necessary provision is made for any pupil with SEN.
- All staff are aware of the need to identify and provide for pupils with SEN.
- Pupils with SEN are fully included in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014), Removing Barriers to Achievement (2004) and Every Child Matters Agenda (2005).
- Parents are notified if the school decides to make SEN provision for their pupil and they are fully informed about local and national SEN issues.
- They set up appropriate staffing and funding arrangements, and monitor the school's work for pupils with SEN.
- They report to parents on the implementation of the school's SEN Policy to inform them of how the SEN Policy is implemented and how funding is allocated to provide for SEN pupils through the publication of the 'School's SEN Information' report on the school website.

2.2 Headteacher

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEN issues.

- Working closely with the SEN Co-ordinator.
- The deployment of all special educational needs personnel within the school.
- The Head Teacher has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as whole.

2.3 SEN Coordinator (SENCo)

The SENCo is responsible for:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Working closely with the Headteacher.
- Liaising with the Designated Teacher where a looked after pupil has SEN.
Liaising with and advising other school staff on the graduated approach to providing SEN support.
- Helping staff to identify pupils with special educational needs.
- Carrying out detailed assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, drawing up Individual Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources, materials and interventions for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Overseeing and monitoring the use of a whole school Provision Maps to ensure that all children's needs are met.
- Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process, attending Team Around the Family Meetings (TAFs) as required.
- Drawing up Pastoral Support Plans (PSPs) when this level of support is appropriate and meeting with parents on a regular basis to discuss the targets.
- Liaising with outside agencies, including the link Educational Psychologist and Speech and Language therapists, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEN List and SEN records.
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. Teacher assessments, end of term summative assessments, liaison with both teachers and teaching assistants (TAs) and through Pupil Progress meetings.
- Monitoring the progress of all SEN children through the use of the school's assessment package.
- Monitoring and evaluating the progress of pupils on intervention programmes to ensure effective targeting of support.
- Contributing to the in-service training of staff.
- Working alongside the Head Teacher to manage and support TAs.
- Liaising with the SENCos/INCOs or Pastoral staff in other primary and secondary schools to help provide a smooth transition from one school to the other.
- Attending partnership SENCo network meetings wherever possible.
- Attending training courses and feedback relevant information to the whole school staff.
- Working closely with the SEN Governor to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements.

2.4 Class Teachers

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum.
- Liaising with the SENCo for advice on assessment and strategies to support inclusion, including the use of the graduated approach.
- Making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN.
- Drawing up Individual Pupil Profiles for some children, ensuring that the children and parents are involved in this process. Tracking all children receiving additional support, on a class Provision Map.
- Giving feedback to parents of pupils with SEN.
- Attending meetings with outside agencies including TAF and PSP meetings.
- Taking part in training to support a pupil who may have a specific need.

2.5 Teaching Assistants

TAs work as part of a team with the SENCo and the teachers in supporting pupils' individual needs ensuring inclusion of pupils with SEN within the class. They play an important role in implementing targets, PSPs, assessments and monitoring progress. They contribute to review meetings and help pupils with SEN gain access to a broad and balanced curriculum. In addition, TAs may sensitively withdraw pupils to work in small groups or individually to deliver interventions and support children in reaching targets identified in target plans or through Pupil Progress Meetings. The class teachers, in liaison with the SENCo, set the work and oversee timetables and records of progress.

TAs are responsible for:

- Being fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Liaising with the SENCo to report progress made by pupils taking part in interventions.
- Supporting individual children or groups within the class setting as required.
- Taking part in training in order to support a pupil with a specific need.

3. IDENTIFICATION, ASSESSMENT AND PROVISION

At Brill C of E Combined School, the needs of pupils are identified by considering the needs of the whole child, not just the special educational needs of the child or young person.

These needs may include the following:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour is an underlying response to a need which school staff will recognise and respond to accordingly.

3.1 Arrangements for meeting with parents

Should parents/carers wish to discuss their child's progress and provision, they are welcome to make an appointment with their child's class teacher, in the first instance. Subsequent meetings can be arranged with the SENCo, if further discussion needs to take place. All parents of children with SEN, will be reported to at least three times a year. This happens through our structure of SEN Review Meetings in which new specific and personalised targets relating to the needs of the child will be reviewed with new targets also being set.

3.2 Arrangements for monitoring and evaluation

The Head Teacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include, teacher time, teaching assistant support, specialist equipment and materials. These are dependent on the school's SEN budget. Any money allocated as a result of an Education Healthcare Plan (EHC) is spent according to the terms outlined in the resulting EHC.

3.3 Identification, assessment and review

The SEN Code of Practice (2014) recognises that there is a graduated response to the needs of individual children. 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. Where concern is expressed that a pupil may have SEN, the class teacher and support staff, in discussion with the SENCo, take early action to **assess** the pupil's needs, **plan** the support and interventions, **do** i.e. carry out the actions and **review** the effectiveness of the support. The school will request support from outside agencies, with parental permission, as required.

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3.4 Categories of SEN

The Department for Education recognises that children's needs fall into four broad categories. Individual children's needs may fall into one or more of these categories:

1. Communication and Interaction

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

2. Cognition and learning

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

3. Social, emotional and mental health difficulties (SEMH)

4. Sensory and/or physical needs

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

For very young children it is often difficult to unpick the presenting need. In these cases Global Delay (GDD) may be an appropriate category.

If a pupil requires additional, differentiated support and meets the moderation criteria, then support is put into place. If individual targets are required to support the pupil, an Individual Pupil Profile may be drawn up by the class teacher, taking into account the views of the pupil, parents along with support from the SENCo. These are reviewed as frequently as required, but at least three times per academic year. Some children will not require Individual Pupil Profiles as their individual support will be recorded on a class Provision Map.

Children who receive SEN Support may, at some time require, support from outside agencies such as, speech and language support, educational psychologist's support and other local education authority specialist advisory support. These support services may undertake more specialised assessments and may work with individual children. Parental permission is always sought for a formal referral to any external service.

Education, Health Care plans

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

3.5 Curriculum Access High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (COP 2014)

Pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is differentiated and/or the child will work within a supported group, with the aim to overcome their barriers to learning. Sometimes it may be appropriate to withdraw a pupil sensitively, to work as part of a small group or individually, with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively. A few children may work with a specialist teacher from and outside agency.

4. A GRADUATED RESPONSE TO SEN

The process by which Brill C of E Combined School identifies and manages children and young people with SEND:

- The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had good quality first teaching provided and personalised by the child's class teacher and all intervention/adjustments have been implemented.
- Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Brill C of E Combined School regularly and carefully reviews and monitors the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN.

- Any decisions prior to any SEN provision being put into place is carefully considered by the teacher and SENCo. At this point the parents or carers of the pupil would also become involved and the views of the pupil would be taken into consideration. All information gathered from within school about the pupil's progress, alongside national data and expectations of progress will also be considered carefully.
- For higher levels of need, children may be referred for a more specialised assessment from external agencies and professional.
- Children will be able to exit the SEN register if, after careful consideration it is deemed that their needs can be met through the first quality teaching and the curriculum does not require differentiation above the normal expectation for any child within a class. All decisions will be made alongside the views and wishes of parents and the pupil. All assessment information will be carefully considered through the graduated response cycle of assess, plan, do and review.

5. MANAGING PUPILS NEEDS ON THE SEN REGISTER

5.1 Allocation of resources

Schools are allocated a proportion of their annual budget to meet the needs of the children identified as SEN. The Head Teacher, SENCo and the governors of the school regularly monitor the needs of these children and school resources are allocated according to the needs of the individuals. Any funding allocated as a result of an Education Healthcare Plan is allocated according to the terms of the plan.

Additional High Needs Block Funding may be requested from the LA if a child at Special Educational Needs Support, still gives cause for concern and fails to make adequate progress, despite appropriate levels of additional support. This may lead to the issuing of Additional High Needs Block Funding to address the shorter term (up to two years) needs of a child.

If a child has **complex and long-term high-level needs**, an application may be made for an **Education, Health and Care Needs** assessment. This may lead to the issuing of an **Educational, Health and Care Plan** and additional funding / specialist provision for the child

5.2 Review

Class teachers meet with the parents/carers of the children in their class identified as having SEN. These meetings take place every term. During this meeting, targets are reviewed and changes may be made as required. The children are involved in setting their targets and are part of the review process. TAs are invited to provide input prior to the review meeting. The class teachers ensure that the Individual Pupil Profiles are kept up to date and this is overseen by the SENCo.

Any information and target changes are taken into account and pupil progress meetings and information from pupil progress meetings will also be used inform the targets on the IPP. The class teachers hold the responsibility for evidencing progress according to the outcomes described in the plan.

For pupils who have an Education Healthcare Plan, an Annual review will be held in addition to the regular termly reviews. The pupil, parents, class teacher, SENCo, outside agencies and anyone who the parents would like to be present are invited to attend the meeting or submit a written report. At the meeting the views of all parties will be carefully considered as to whether the Plan needs to continue, be maintained or be amended. The long-term objectives for the year are then set taking into account the views of all parties involved.

5.3 Local Offer

Brill C of E Combined School's Local Offer illustrates how the school provides for children with identified SEN needs. This information can be found on the school website and the County's Local Offer can be found on the Buckinghamshire County Council Website. www.bucksfamilyinfo.org/localoffer

5.4 Outside Agencies

Some children identified with SEN may require support from a specialist outside agency. The school has access to a wide range of education, health and social services professionals available in Buckinghamshire and the school can take part in a buy-back system to access some services such as the Cognition and Learning team. The needs of the pupils on roll are carefully considered prior to deciding which services to access through the buy-back scheme. When an agency submits a report, a copy is sent to the school for the attention of the SENCo, who shares the relevant information with the class teacher. Parents will always be involved in the decision to seek advice from an outside agency and will be informed of any visit, by a professional, to see their child in the school setting. In the event that the school is unable to meet the needs of a pupil, careful consideration would take place as to how the pupil would be best placed to receive a high-quality education. This would include views of pupil, parent, teacher, SENCo and outside agency advice. The parents/carers and the pupil will be fully supported whilst they consider the options for the future education settings. The school will liaise with the new setting to ensure a smooth transition for the pupil.

6. SUPPORTING PUPILS AND FAMILIES

6.1 Transition and links with other schools

Brill C of E Combined School maintains good links with Health Services and Specialist Teachers to liaise about a child entering the school in any year group. The school also endeavours to liaise with local nursery providers to ensure that children with SEN make the transition into school as smoothly as possible. When children are transferring from another primary school, when possible, familiarisation visits are put into place and the SENCo will meet with the parents to discuss provision. The SENCo will make contact with the previous school and arrange the transfer of SEN records.

6.2 Transfer to Secondary School:

- SEN records are transferred following county procedures and the SENCos from both schools meet to discuss the needs of children with SEN who will be transferring.
- There are opportunities for all pupils to visit their prospective Secondary School.
- The SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with an EHC plan for whom the particular school has been named

6.3 Transfer within school:

- Teachers liaise closely when pupils transfer to another class within the school. The SENCo oversees this process and meets the new teacher to discuss the needs of children with special educational needs at the beginning of or prior to the new academic year.
- For pupils with an EHC plan the new class teacher will be invited to attend the review in the summer term.
- Meetings are arranged wherever possible between all the staff involved in monitoring the pupil's progress.
- SEN children or those who are vulnerable will take part in a transition programme, including producing a booklet to refer to during the school holiday.

6.4 Transfer to specialist provision:

- The SENCo will liaise with the parents and the new school to discuss the transfer process.
- Where appropriate the new teaching assistant will meet the child at Brill C of E Primary School.
- All familiarisation visits will be supported by Brill C of E Primary School.
- All SEN records will be transferred to the new provision.

- Brill C of E Primary School will support the pupil and his/her family to ensure a smooth transition.

6.5 Exam arrangements

During the Summer Term in Year 6, pupils will be part of a formal assessment process (SATs). For some children with SEN it may be possible for the school to apply for extra time, a reader or, in some cases, an amanuensis. The DfE issue strict guidelines as to how pupils should be assessed for eligibility.

6.6 Admission arrangements

Our school's admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs. At Brill C of E Primary School, we will not directly or indirectly discriminate against any children or young people. We will make reasonable adjustments to ensure that disabled children or young people are not at a substantial disadvantage compared to their peers. The admission arrangements for children with SEN, but without an Educational, Health and Care Plan, are no different than for other children. However, careful attention is paid to identifying the individual needs of children on entry using the graduated approach. Links with feeder schools facilitate continuity of provision for children who have previously been identified as having SEN. The school building is accessible for children with physical disabilities and those using wheelchairs.

6.7 Support pupils with medical conditions

Brill C of E Primary School is an inclusive community that supports and welcomes pupils with medical conditions.

- This school is welcoming and supportive of pupils with medical conditions. It provides children with medical conditions with the same opportunities and access to activities (both school-based and out-of-school) as other pupils. No child will be denied admission or prevented from taking up a place in this school because arrangements for their medical condition have not been made.
- This school understands that all children with the same medical condition will not have the same needs. Our school will focus on the needs of each individual child.
- The school recognises its duties as detailed in Section 100 of the Children and Families Act 2014. (Other related legislation is referenced in DfE guidance p21). Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case, this school complies with their duties under that Act. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

6.8 Parent partnership

The staff at Brill C of E Primary School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with their child's class teacher.

Parent consultation meetings are held twice a year and parents will receive a written annual report. If at any time a parent would like to meet with the class teacher and /or SENCo, a meeting can be arranged through the class teacher or via the school office. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets are available in a number of languages through the school or Buckinghamshire Parent Partnership service.

6.9 Pupil voice

All pupils will be involved in decision making whenever possible. The ways in which children are encouraged to participate should reflect the pupil's evolving maturity.

At Brill C of E Combined School, we encourage pupils to participate in their learning by:

- Contributing to reviews and targets (either formally or informally).

- Talking to teachers and TAs about their learning.
- Class and individual reward systems.

7. EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- The early and accurate identification of children's learning difficulties needs.
- Monitoring of Individual Pupil Profiles by the SENCo.
- Monitoring of inclusive classroom practice by the SENCo, Head Teacher, Deputy Head and/ or Senior Leadership Team.
- Analysis of pupil tracking data and test results for individual pupils, for cohorts, value-added data for pupils on the SEN list.
- Monitoring of procedures and practice by the SEN governor.
- School self-evaluation.
- The Governors' Annual Report, which contains the required information about the implementation and success of the SEN Policy.
- The School's Development Plan, which is used for monitoring provision in the school.
- Visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision.
- Frequent meetings of parents and staff, both formal and informal, to plan targets, and provision.
- Monitoring and evaluation of the whole school/class Provision Maps.

8. TRAINING AND RESOURCES:

- The school is committed to gain a good range of knowledge in all areas of SEN.
- The school arranges regular training sessions for TAs both internally and through outside providers.
- The SENCo attends the partnership SENCo support meetings on a regular basis.
- Whole school staff INSET training sessions are arranged appropriately, in response to a particular need across the whole school identified through the school's selfevaluation process.
- The SENCo receives and reads documentation regarding new initiatives.
- The SENCo and/or school staff will meet with other professionals to become more informed about an individual pupil's needs.
- Newly appointed teaching staff and support staff meet the SENCo to discuss SEN procedures in the school.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

9: ROLES AND RESPONSIBILITIES:

- ***Designated Teacher with specific Safeguarding responsibility:*** Louise White - (Head Teacher), Jamie Dickson, Megan Chenery, Ruth Oliver, Ailis Butler
- ***Designated Teacher for Children Looked After*** - Louise White (Headteacher), Claire Busby (Pupil Premium Lead)
- ***Member of staff responsible for managing PPG/LAC funding:*** Louise White (Head Teacher) and Jane Hart (Business manager).
- ***Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils:*** Louise White (Headteacher).

10. STORING AND MANAGING INFORMATION

All children on the SEN register have both an electronic file in a secure drive on the school system, with a paper folder within the SEN filing cabinet for any additional paperwork not in electronic format. This ensures that all information is centrally stored and the appropriate members of staff are able to access information.

- Documents are stored on a secure drive, accessible only to SLT. When information, documents and reports are to be shared with teachers, this will happen through hard copies which will then be destroyed, keeping original copies on the secure drive

11. REVIEWING THE POLICY

The SEN policy is a working document which is reviewed every 3 years unless there are changes to the statutory guidance, in which case review would be sooner. The policy is available via the school website; a paper copy can be obtained from the school office should it be required.

It is the responsibility of the SLT, SENCo and SEN Governor to ensure that the policy is reviewed regularly and should be familiar with the contents of the policy.

12. ACCESSIBILITY

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare an accessibility strategy covering the maintained schools in their area.

Please refer to the school's accessibility plan for full details.

13. COMPLAINTS PROCEDURES

Brill C of E Primary School endeavours to ensure that all children with SEN receive the level of support that they require. We firmly believe in and encourage a working partnership with parents. If a parent wishes to express concern about the SEN provision for their child, they should discuss the problem with their child's class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo and/or the Head Teacher. For a problem that might need time to explore fully, parents/ carers should make an appointment rather than rushing the discussion early in the morning before school. Where it is not possible to achieve a satisfactory outcome, matters can be taken to the Governing Body via the SEN governor.

In the event of a formal complaint parents are advised to contact the SENCo and/or Head Teacher for information on the Code of Practice, guides to provision, the SEN tribunal and how to contact the LEA.

14. BULLYING

At Brill we aim to uphold the United Nations Declaration of The Rights of the Child to “.... Play and have an equal chance to be what they are and learn to be responsible and useful irrespective of their race, colour, sex, language, religion, political or other opinion or national or racial origin not to be harmed to be brought up in a spirit of peace and friendship.”

Children and young people in our school should feel safe from bullying and discrimination. Please refer to the school's anti-bullying policy for further info.