



Bramley Church of England Primary School

Special Educational Needs and Disability Policy

Date: April 2018

Governors Signed _____ Date: _____

Staff Signed _____ Date: _____

Next Review Date April 2019

As stated in the Code of Practice (DfE, 2015), the definition of Special Educational Needs is:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- A) have a significantly greater difficulty in learning than the majority of children the same age; or*
- B) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority;*
- C) are under compulsory school age and fall within the definition at A or B above or would do so if special educational provision was not made for them.*

Aims

Bramley C of E Primary School is a mainstream primary school providing education for all children from the ages 5-11. We are an inclusive school; we welcome and celebrate diversity and aim for all children who attend Bramley to enjoy their time here as well as achieve their best. Bramley aims to be as inclusive as possible, with the needs of pupils with special educational needs and/or disabilities (SEND) being met in a mainstream setting wherever possible, where families want this to happen.

Principles

We use a range of strategies to ensure early identification of children with special educational needs to enable us to intervene at the earliest possible opportunity to provide timely support. These strategies include:

- liaison with previous settings such as playgroups, nurseries or other schools
- a range of assessments carried out in school, for example language screening, dyslexia screening, phonics, reading and spelling assessments
- concerns raised by parent/guardian
- concerns raised by class teacher
- liaison with external agencies, for example speech and language
- health diagnosis through doctor.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you are able to do the same with us.

We ensure that teachers respond to children's needs by:

- providing support for children who need help

- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and creative activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping children to manage their emotions, particularly trauma or stress, and to take part in learning.

We ensure all children receive high quality teaching that is highly differentiated to a child's needs.

We ensure that teaching and learning opportunities meet the needs of all of the pupils in the classroom and around school by ensuring that the appropriate interventions and support are put in place.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of pupils with special educational needs are adequately assessed and supported academically, emotionally and socially.

We ensure all members of staff have high expectations of all children and foster a culture where success is expected, including for those children who belong to vulnerable groups.

We ensure we build a firm partnership with parents through regular communication via: a home/school book or planner; weekly update meetings with class teachers; and termly meetings, if appropriate with additional members of staff, such as the SENCO and Inclusion Manager, and, where appropriate, outside agencies. We also have an 'open-door' policy should parents want additional meetings with any member of staff.

Provision

The range of provision the Governors may consider making for this group could include:

- providing small group work with an experienced teacher focused on overcoming gaps in learning
- interventions for all under-performing pupils
- 1:1 support (either in school or after school by agreement with parents)
- additional teaching and learning opportunities provided through learning mentors, trained teaching assistants or external agencies
- providing pastoral support in a small group or 1:1 basis according to need
- liaising with outside agencies for advice or additional specialist support for children with special educational needs
- the purchase of specific resources to support learners who may need it to support access or progress in their learning.

Reporting

It will be the responsibility of the Executive Headteacher/Head of School and/or a delegated member of staff, to produce regular reports for the governors' curriculum and standards committee on:

- the progress made towards narrowing the gap, by year group, for children with special educational needs
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness of any interventions, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the chairperson of the curriculum and standards committee to ensure this information is made known to the full governing body.