



Special Education Need and Disability (SEND) Policy

Balfour Primary School

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Special Education Need & Disability (SEND) Policy

Background & Introduction

This SEND policy is a key document to support the finest inclusive practice in our school, the format is based on the model policy provided by the Local Authority.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their full potential and best possible learning outcomes and engage successfully in all aspects of the wider school community. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office. Please also see our SEND Information report on the school website.

Our Executive Inclusion Coordinator (INCO), Ms Rachel Tuck, takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our INCO also contributes to the strategic development of SEND provision.

Our INCO can be contacted via email or through the school office:

- office@balfour.brighton-hove.sch.uk

Section 1: Our values and vision in relation to SEND Provision.

This policy reflects and builds on the three principles identified in the SEND Code of Practice:

- The views, wishes and feelings of the child or young person and the child's parents. The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood. This policy should be read in conjunction with other policies as everything we do at Balfour Primary is with the aim of ensuring inclusion for all children.
- We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. We are a Rights Respecting School and as such seek to foster a culture of respect for others and recognition of human rights. Recognising and celebrating similarities and differences between people forms a key part of our UNCRC work throughout school.



Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND is an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have the same access to the curriculum and the wider school learning environment.
- To work in close partnership with parents, Brighton and Hove Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued professional development.
- To promote independence and resilience in pupils with SEND so that they are beginning to build the skills necessary for successful transition to secondary school and then on into adulthood.
- To ensure all children at Balfour have a voice and that they are confident and able to use that voice to state their feelings, thoughts and needs.
- To ensure that parents' views are taken into account.

Section 2: Admission arrangements for pupils with SEND.

Balfour Primary School admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with SEND.

Balfour Primary School recognises that the Code of Practice requires a school to admit all pupils who have an Education, Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child

or

- the attendance or the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education, Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Brighton and Hove Special schools.

The INCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school. See Section 6: Transition.



Section 3: Identifying Special Educational Needs and disability

Balfour Primary School uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2014 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking through PPMs (Pupil Progress Meetings) of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents, teachers or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social, emotional development and language and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language – if necessary a translator will be used to assist
- Family circumstances
- Economic disadvantage

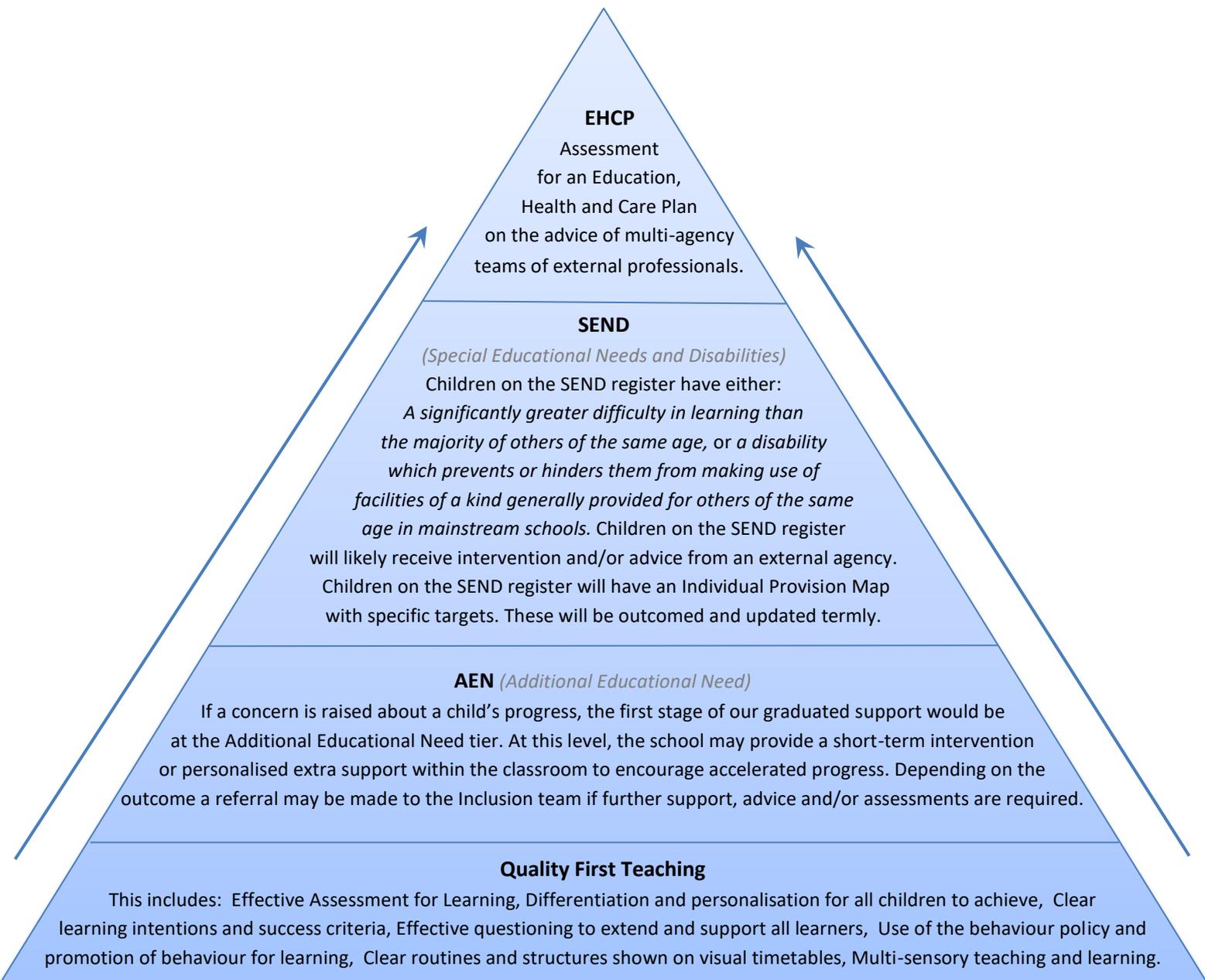
Balfour Primary School acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support, the INCO and class teacher will review current arrangements to meet the child's needs within daily class teaching through Quality First Teaching and consider any further modifications and adaptations that should be put in place to support good progress.



Section 4: Meeting the needs of pupils with SEND

At Balfour, we pride ourselves in creating an Inclusive learning environment and providing appropriate provision for all children to succeed. Class teachers are responsible for the learning and progress of all children in their class. This entails meeting children’s needs through quality first teaching, personalised planning and resourcing and differentiation through levels of support, expectations of outcome, resources or activity. Some children may require extra support or provision. The different levels of support are explained below:





The Graduated Response

We use the Graduated Response to assess and review pupil progress and attainment. This structure is outlined below:

1. ASSESS: If a child is raised as needing additional support following teachers tracking and Pupil Progress meeting, a referral is made to the Inclusion team. The INCO will review and monitor the progress and current provision and may advise on strategies and areas to target support. The INCO or Learning Mentor may also carry out diagnostic assessments of need in key areas of difficulties or observe the child before embarking on the next stage of the cycle. Pre-assessment information is collected as a benchmark to measure any future progress the child may make and small step targets are set.

The school recognises that it is highly likely that the needs of individual children will overlap across one or more of these areas of need or that needs may change overtime.

2. PLAN: The school will use the information from the assessment to put appropriate support in place. If the child is not on the SEND register, this will likely be delivered under the Additional Education Need first stage of support phase. If the child is on the SEND register, this will be outlined on their profile.

- Be target specific linked to key outcomes.
- Have measurable monitoring of progress.
- Outline the provision made to achieve targets and approaches (that will be made available) to support progress towards the outcomes. Some provisions may include additional interventions. (See appendix 1)
- Highlight the ways parents can be involved to reinforce and contribute to progress.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be created with the involvement and input of all key teachers and support staff so that they are fully aware of the targets and outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

3 DO: Class teachers, with the support of the INCO, will take the responsibility for overseeing the implementation of the AEN and SEND phases of support (which may include in class adaptations, personalised resourcing and differentiation or intervention). Targets and impact of intervention will be closely monitored. For children on the SEND register teachers will target IPM targets throughout the term in different ways to ensure that the skills are truly embedded across different contexts.

If a child attends any intervention outside of the classroom, there will be regular liaison and feedback between staff delivering interventions and the class teacher so that any required refinement of support can be managed, successful and consistent strategies can be shared, and any progress or concerns discussed. These interventions will always be personalised to develop children's specific areas of need.

4. REVIEW: There is a range of monitoring systems in place to evaluate the progress of pupils with SEND.

SLT, including the INCO, carry out regular learning walks during which they will monitor classroom provision, resourcing and differentiation for pupils SEND. Feedback will be given to appropriate staff around areas of success and development, and coaching provided as needed.

Children on the SEND register will have their profile targets outcomed at the end of each termly cycle. This information is shared with parents and informs the next cycle of targets. This overall data is closely tracked by the INCO to ensure appropriate targets and progress for all children with SEND.



Children receiving AEN level support progress will be monitored by the class teacher and further referrals made if required. Post-assessment and will be compared to the initial pre-assessment information to judge progress and achievement of targets.

Any children's interventions delivered will be outcomed, with all targets reviewed and the overall cost and impact analysis completed by the INCO. It is with this information that we can ascertain the overall effectiveness of the intervention and review progress of each specific child. We can then adapt and personalise any further support or intervention needed when moving forward.

Consultation with parents/carers

Parents/carers are invited to attend two Parent Consultation Evenings in the Autumn and Spring term. We strongly encourage parents/carers to attend these. In addition to this parents/carers receive an end of year written report. Parents/Carers are also invited to come into school and share/celebrate children work at varied points within the year. At each Parent Consultation Evening, parents/carers will receive information with details of their child's progress and attainment.

For children with more complex needs or for children on the SEND register, parents are often invited to attend more regular meetings with the INCO, class teachers, INAs, class TAs and the child to ensure that all parties are kept up to date with the child's progress and so that any changes made either at home or in school can be discussed, monitored and effectively implemented. This will be at least termly when a child with SEND will be given profile with small step targets and provision to be discussed with parents. Parents will be invited in at the end of each term to outcome these targets and discuss next steps.

Where the child has an Education, Health and Care Plan a separate Annual Review meeting will be arranged so that all key parties can contribute. At the review the following will be considered:

- Impact of daily provision towards the identified outcomes.
- Child's response to the support and view of their progress where this is applicable.
- Views of parents and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.
- Any changes that may need to be made the Education, Health and Care Plan

A full list of external agencies the school uses to support the progress and welfare of all pupils with SEND is included in Appendix 3.

The SEND Register

The register provides an updated record of all pupils that have a recognised SEND need and as such required over and above additional SEND support to their peers. This register is held so that:

- progress and achievements of pupils with SEND can be closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with SEND termly.



Removal from the SEND Register

If a pupil makes good progress over time and consistently achieves long term outcomes set, they may no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision by the INCO. Progress will continue to be monitored regularly as part of the termly tracking of all pupils.

Education Health and Care Plans:

The additional needs of most of the pupils with SEND at Balfour School will be met by interventions and resources from within the school. In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the INCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHCP). Full details of the process for requesting an EHCP can be found on the Brighton and Hove website under SEND offer.

The EHCP will be reviewed annually by the INCO, parents, class teacher and any other outside agencies involved. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. These arrangements are set out in an Individual Health Care Plan (IHCP).

The IHCP will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND, the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have the responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in the school's Administration of Medicines Policy . Balfour Primary School always uses the information on the DfE's website regarding medical administration and each pupil is treated as an individual as their medical needs are different. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Section 6: Transition Arrangements

Transition arrangements are important to support pupils with SEND moving into the school or moving to a different school.



Balfour Primary School is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the INCO.

For pupils joining the school in our Reception classes, the Reception Year Leader visits all the feeder Nurseries, and the INCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed with the support of parents/nursery/preschool settings or care providers. This is likely to be the case where the child has a Statement or EHCP. The INCO works closely together to ensure transition arrangements are in place for SEND children moving from KS1 to KS2 or when moving year groups. Some children benefit from regular visits to their new environment and meeting key members of staff.

For pupils moving to secondary school or to a different school, the INCO will make contact with the new school to share relevant information. The INCO will attend the Transition to Secondary School meeting in the Summer term to share information with the relevant Secondary School. Where the child has significant needs or Education Health and Care Plan, there will be a formal transition meeting with parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered. Children with vulnerabilities recorded on the Vulnerability Index are transferred to local feeder Secondary Schools. The INCO will meet with the appropriate staff (INCO/SENCO/pastoral teams) in transition schools to pass on relevant information. The INCO, alongside the Learning Mentor organises visits to secondary schools for smaller groups of children to ensure a smooth transition.

Section 7: Funding and Resources

Balfour Primary School receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The Head teacher, through consultation with the INCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEND.

Section 8: Training

Where training is required for staff to meet the needs of specific pupils with SEND, the school will access expertise and training from the Local Authority. The school will put support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools approach to supporting pupils with SEND.

The INCO attends the termly Brighton and Hove meetings to keep abreast of local and national policy and initiatives to enhance SEND provision. They are also an active member of the local cluster network.



Section 9: Roles and Responsibilities

The INCO:

The INCO has the day to day responsibility for the operation of the SEND policy and the provision in school. The INCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The INCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The INCO will also take a key role in supporting the transition of pupils with SEND to different settings.

Rachel Tuck, the INCO is also the Designated Safeguarding Lead and the other members of the SLT: Sandra Mulholland, Dawn Loader, Michaela Francis and Sally Geard are the Deputy Designated Safeguarding Leads.

The Governing Body

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The INCO is responsible for providing the governors with a termly SEND update and a yearly report to ensure that they can be held accountable for the progress of SEND pupils and impact of funding.

The lead governor will meet at least termly with the INCO to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include:

- Learning Mentors
- School Counsellor
- School Business Manager
- Attendance team at the Local authority including the Children Missing Education Officer
- SEND casework officer within the Local authority
- Brighton and Hove Inclusion Support Service
- Wellbeing Service
- Health including Speech and Language therapist and the school nurse
- AMAZE

Section 10: Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND. The methods used to monitor provision include learning walks, pupil voice and data analysis.



In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions, views and feedback of parents and pupils and comparison to children without SEND.

Section 11: Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the INCO as required. If any concerns are unresolved by the class teacher and INCO, then we would advise that parents make contact with a member of the SLT in school.

If parents feel that issues with their child in school remain unresolved by the school we would encourage them to seek advice and support from the local parent SEND Information, advice and support service (AMAZE). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. If concerns are still unresolved, parents will be asked to make a formal complaint and are directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHCP assessment of needs or provision this will be managed directly by the Brighton and Hove SEND team. Parents will be contacted directly to receive information about the mediation services available.

Section 12: Anti Bullying

We recognise that pupils with SEND may be more vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils at Balfour, whether they have SEND needs or not, are encouraged to report any incidents of bullying to any member of school staff whom they feel comfortable talking to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community, we ensure our effectiveness in reducing and responding to bullying. You can find our anti-bullying policy on the school website.

Section 13: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010, the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information



Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2016
- The National Curriculum
- Teachers Standards 2013
- Working together to safeguard Children (2019)
- Keeping Children Safe in Education (2020)

Brighton and Hove's local offer for SEND:

<https://new.brighton-hove.gov.uk/special-educational-needs-and-disabilities>



Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2014

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

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

Equality Act 2010

A disability 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:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, diabetes, epilepsy and cancer

Appendix 3: Links

We link with the following Local and National services and organisations to support implementation of the SEND policy:

- Amaze - amazebrighton.org.uk gives information, advice and support to parents of children with special needs and disabilities in Brighton and Hove.
- Educational Psychology Service
- Brighton and Hove Inclusion Support Service (BHISS)
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Therapy
- Physiotherapy
- Seaside View Child Development Centre
- Downs View Outreach support
- Speech and Language Service
- Dialogue Counselling Services