

Brookhurst Primary School

A place to think and grow 



SEND Policy

April 2024

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Author :

Approved : Chair of Full
Governing Body

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SEND POLICY

Brookhurst Primary School



Summer 2024

IMPORTANT NOTICE

THIS POLICY SHOULD ALSO BE READ IN CONJUNCTION WITH THE ACCESSIBILITY POLICY AND MEDICAL NEEDS POLICY.

Written by Georgia Morris- Boyce Summer 2023

Approved by Governors Summer 2023

To be reviewed Summer 2024

BROOKHURST PRIMARY SCHOOL

A Policy for Special Educational Needs Provision

1. Introduction

Brookhurst School and Special Educational Needs.

Brookhurst Primary School is an LEA maintained primary school with a mixed catchment area situated on the outskirts of Leamington Spa.

There are currently 417 children on roll, aged between 4 and 11 years, in 14 classes.

In line with the Government's education policy that focuses on helping all children to reach their potential, at Brookhurst we are committed to developing a level of education that provides equality of opportunity and high achievement for all our children.

We will strive to ensure that if a child has a Special Educational Need it is identified at the earliest opportunity and that early action is taken to meet those needs and continue to use our best endeavours to meet a child's needs.

We place the rights of children with Special Educational Needs Disability (SEND) at the heart of school policy and ensure that children and parents are involved with decisions taken about the education they receive.

We try to ensure that we have a clear and flexible strategy for working with children with SEND and parents are encouraged to play an active role in the education of their children.

We believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated curriculum relevant to their needs.

At Brookhurst we value all children and recognise that all children may at some time be entitled to special needs provision.

The Headteacher, staff and governors will do their best to secure appropriate provision for any pupil who has an identified SEND.

Our ethos is aimed at enabling children with SEND to maximise their potential, be included fully in our school community and make a successful transition to secondary school and into adult life.

Our whole school has a shared responsibility for identifying, assessing and meeting the individual pupil needs.

We strive to ensure that each pupil be fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence.

By focusing on all that is positive, progressive and creative our overall aim is to provide a high quality, structured and individualised learning programme, which ensures that each child is given the opportunity to enjoy success during their time at school.

SEN policy and the Law

Definitions of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014.

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

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Equality Act 2010.

The act makes it unlawful for the responsible body of the school to discriminate, **harass or victimise (directly or indirectly)** against a pupil or potential pupil:

In relation to **admissions**

In the way it **provides an education** for its pupils

In the way it provides **pupils access** to any benefit, facility or service

By **excluding a pupil** or subjecting them to any other detriment.

The Act defines a disability as when a person has 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

The law on disability discrimination is different from the rest of the act in a number of ways.

Compliance:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 - 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Child Protection and Safeguarding Policy
- Accessibility Plan Teachers Standards 2012 Medical Needs Policy.

Provision at Brookhurst is informed by the Fundamental Principles of Provision for the Code of Practice (Chapter 1, pg 7), which state that:

- A child with Special Education Needs should have their needs met
- The special educational needs of children will normally be met within the context of the child's class/year group
- The views of the child should always be sought and taken into account
- Parents (including those with parental responsibility) have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.

Schools Admission and Inclusion

All schools should admit pupils with previously identified SEND as well as identifying and providing for pupils not previously identified as having a SEND.

2. Brookhurst Ethos

Brookhurst will always aim to:

- quickly and accurately identify pupils with SEND at the earliest opportunity.
- accurately assess those needs
- promote high standards of education for children with SEND

- encourage children with SEND to participate fully in their school and community and take part in decisions about their education in the light of their age and understanding
- monitor and appraise provision
- ensure that parents have knowledge of their child's entitlement within the SEND framework and are able to make their views known about how their child is educated.

We will strive to ensure that the culture, practice, management and deployment of resources in our school are designed to ensure that **the needs of all children are met.**

This policy will also apply to those children in the Foundation Stage.

Children with SEND at Brookhurst will be given the opportunity:

- To work on a differentiated programme of tasks across the curriculum if appropriate
- To experience success
- To be included
- To have the confidence to attempt any task
- To enjoy the learning process
- To learn and progress from their mistakes
- To measure their success from a personal baseline and not against that of their peers
- To have full access to the National Curriculum.

3. Pupil Participation

"...children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child"
Articles 12 and 13, The United Nations Convention on the Rights of the Child.

At Brookhurst, we strongly believe that where possible all children should be involved in making decisions right from the start of their education.

We believe that the way in which the child participates should actively reflect the child's growing maturity; this can include participating fully or partly in meetings or gathering views through questionnaires

Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter and are taken into account.

In the Foundation Stage the Early Learning Goals recognise the importance of children's ability to develop competency and confidence progressively and to have the opportunity to develop a range of social and academic skills.

At Brookhurst we know that confident young children, who understand that their opinions are valued can make decisions and choices relating to their own learning, will be more secure and effective pupils.

Pupil participation should be the ultimate goal for all children; at Brookhurst all children are involved in discussions about their special needs at the appropriate level.

4. The Physical Environment

Brookhurst School is a single storey building with ramped access to external doors and the school playgrounds, and disabled toilet and changing facilities indoors.

Following the Disability and Inclusion act, and in line with DfES and LEA guidelines, all staff will ensure that pupils with SEND join in the activities of school together with their peers (so far as it is reasonably practical and compatible with the pupil receiving the necessary SEND provision, the efficient education of other children and the efficient use of resources).

Ensuring the provision for pupils with SEND on school day and residential trips, and liaising with their parents/carers will be the responsibility of the group leaders when they make their risk assessment visit prior to arranging the trip.

5. SEND Procedures

5.1 The identification and assessment of children with SEND

Children in need of specific support may be identified prior to joining Brookhurst School via a number of routes including;

- Children's Services, The Educational Psychologist (EP), Medical Agencies, The Child Development Centre
- Results of pre-school assessments
- Informal indications from parents
- Their previous school/nursery setting if applicable

However, we understand that it is important to appreciate that any child admitted to school may have unidentified special needs.

We believe that provision for children with SEND is a matter for the school as a whole and as such we believe that teaching such children is a whole school responsibility.

The class teacher will act upon information relating to the above and the inclusion leader in consultation with the Headteacher.

Appropriate advice will be sought before setting up an individualised programme of work if it is deemed that the child's SEND impacts on their learning or behaviour.

Once a child has started Brookhurst the class teacher will identify school areas of concern and the four-stage procedure outlined in the Code of Practice will be followed (see section 5.2)

Following the identification of a concern, careful monitoring by the class teacher and discussion with parents/carers, a programme of support for the child may be set up to support the child.

Identified needs may be in the areas of:

- Visual skills
- Auditory skills
- Communication skills
- Language development
- Lack of concentration
- Lack of organisational skills/ behavioural skills/emotional skills/social skills
- Medical problems/physical difficulties (including co-ordination issues)

However, we do understand that a pupil's needs may not be directly linked to these categories of SEND but on a wider spectrum of needs which are frequently inter-related.

It is the impact of a combination of needs on a pupil's ability to function, learn and succeed which our school will strive to support.

In order to help children who have been identified as having SEND, Brookhurst adopt a graduated response encompassing an array of strategies. We aim to assess, plan, do and review at each stage.

This approach recognises that there is a continuum of special educational needs and where necessary brings increasing external expertise to bear on the difficulties a child may be experiencing.

We strive to ensure that we make the full use of all available classroom and school resources before we call on outside agencies.

5.2 Monitoring children progress

We believe that the way in which a school meets the needs of all children has a direct bearing on the nature of the additional help required by children with an SEND.

The key to meeting the needs of all children will ultimately lie with the teacher's knowledge of every child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing the appropriate access to the curriculum for each child.

At Brookhurst we have a graduated response to the provision and identification of children with a possible SEND.

Teachers will observe and assess the progress of all individual children on a half termly basis. This will provide information about areas where a child is not progressing satisfactorily even though the teaching style has been **differentiated** within the classroom.

1. Differentiation Stage

Such observations and assessments should be enhanced by knowledge built up over time of an individual child's strengths and weaknesses. Using this evidence a class teacher may come to feel that the strategies they are currently employing are not resulting in the child learning as effectively as expected.

The teacher will usually review the strategies in place and consider how these can be developed. This review may lead to the conclusion that the child needs additional support over and above that that is available within the particular class or subject. Adequate progress can be defined in a number of ways including:

- The attainment gap between the child and their peers is closing;
- The attainment gap is not growing wider
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills, or behaviour
- Children are achieving at age related expectations.

A child will usually be monitored within the differentiation stage for at least a term. This is often also called **Wave 1 quality first teaching**.

However if adequate progress is not being made, consideration will then be given to providing the child with additional SEND support.

The child will then become part of the support register.

Children are often but not uniquely identified as requiring SEND **support** when, as a result of tracking and teacher assessments, the child is falling below age related expectations. In this situation a parent will always be informed.

"... The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN" Section 317A, Education Act 1996.

If a child is receiving additional support the class teacher should be providing interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

However the inclusion leader and the class teacher will always decide on the action needed to help the child progress further in the light of earlier assessments.

There is sometimes an expectation that this help will take the form of deployment of staff to allow 1-1 support although often a more appropriate approach might be to provide different learning material or special equipment, to introduce group work or to undertake staff training to introduce more effective strategies.

If a child is identified as requiring school action they will also be invited to attend an intervention group in the particular area that the child has an identified need. These can offer specific children targeted support in the necessary area i.e. literacy, numeracy, behavioural, social and emotional.

These are teacher assistant led sessions offered before, after or during school hours.

This can often be referred to as **Wave 2 provision**.

If despite receiving an individualised programme the child continues to make little or no progress, or continues to have difficulty in developing social, behavioural, literacy or numeracy skills, the school (in close consultation with the parents) will request help from outside agencies on behalf of the child.

The external support services (provided by the LEA and by other outside agencies) will usually work with the child in school so they can advise teachers on the use of effective resources, targets and accompanying strategies and also provide specialist assessments that can inform planning and the measurement of a pupils' progress.

Strategies employed to enable the child to progress further may (but not always) be recorded in an EHCP- Educational Health Care Plan

EHCPs will only record provision that is different to or additional to that provided within the differentiated curriculum. Ideally they should focus on 3 key targets that are measurable. EHCPs are reviewed termly or as and when necessary.

If new strategies are developed with the help of external agencies the strategies specified in the EHCP should usually be implemented, if possible, within the classroom setting. The delivery of the interventions recorded in the EHCP continues to be the responsibility of the class teacher.

If the child is experiencing social, emotional or behavioural difficulties the provision may take the form of a Behaviour Plan.

If it is considered that the information gathered about the child is insufficient and that more detailed advice must be obtained from outside agencies the consent of the parents must be sought.

Whenever a report is completed as a result of an outside agency assessment the parents and class teacher(s) will be invited to a meeting to discuss the outcome or however the parent would like this to be communicated. This report will outline strategies we can employ to enhance the child's learning experience.

This can often be referred to as **Wave 3 provision**.

The SEND of the great majority of children should be met effectively within the mainstream setting through SEND support without the LEA needing to make an assessment. However if a child continues to demonstrate a significant cause for concern in any of the areas mentioned we may make a request for a statutory assessment to the LEA.

Referral for an Education, Health and Care Plan (EHCP)

If a child has a lifelong or significant difficulty they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review and in liaison with parents and other agencies who may be involved in supporting the child.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCo
- Children's Services
- Health professionals

Information will be gathered relating to the current provision on offer, action points that have been taken, and the preliminary outcomes of targets set.

A decision will then be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.warwickshire.gov.uk/requestehcassessment>

We also encourage parents/carers to make use of Warwickshire's Parent Partnership service which provides free and impartial advice. The website can be accessed at <https://www.family-action.org.uk/what-we-do/childrenfamilies/specialeducational-needs-services-children/warwickshire-parentpartnership-service/>

Education, Health and Care Plans (EHC Plan)

- a. Following the statutory assessment, an EHC Plan may then be provided by Warwickshire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5.3 Communicating with parents/carers

We believe that partnership with parents plays a key role in promoting a culture of co-operation between parents and schools.

This is an important part of enabling children and young people with SEND to achieve their potential.

We understand that parents hold key information about their children; they have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way to support these.

The school is often the first point of contact for parents. Our parents are as fully involved with the school-based response for their child as soon as possible

and they should understand the purpose of any intervention or programme of action and the result of any such intervention.

It is vital that as a school we understand the importance of welcoming and encouraging parents to participate in their child's educational career at school.

We believe that every effort should be made to identify how parents prefer to work with schools with the recognition that some families may require both practical help and emotional support if they are to play a key role in the education of their children.

At Brookhurst we aim to review our policies regularly to ensure that we encourage active partnership with parents and do not present barriers to participation.

In the event of a complaint, there should be informal discussions with the class teacher. If that is not acceptable, with the inclusion leader and the class teacher.

Parents may also contact the SEND governor, who may advise an appointment to meet with the head teacher.

If these steps fail, there is an official procedure that parents have the right to follow. Details of this are available from the school office.

6. Additional Responsibilities of the Inclusion Leader in mainstream primary schools

The inclusion leader, in collaboration with the Head Teacher and governing body will play a key role in determining the strategic development of the SEND policy and the provision in the school in order to raise the achievement of children with SEND.

The inclusion leader will take day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and other agencies.

The Inclusion Leader will also aim to relate professional guidance to colleagues with the aim of ensuring high quality education for all children.

The inclusion leader will also seek ways to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment.

Key responsibilities will include:

- Co-ordination of provision for children with SEND
- Liaising with fellow teachers
- Managing SEND teaching assistants and identifying relevant training opportunities
- Liaising with parents of children with SEND
- Contributing to in-service training of staff
- Liaising with external agencies including the LEAs support service and educational psychology services, health and social services and voluntary bodies
- Carry out a termly audit of children on the SEND register
- Conduct EHCP meetings with children, teachers, and learning support assistants.
- Collection and collaboration of documentation for statutory referrals to the LEA
- Arranging, chairing and reporting on annual reviews of statements, including contacting the relevant professionals and parents
- Monitoring and providing SEND resources
- Liaison with pupils at transition and liaison with receiving secondary schools.
- Communicating with other inclusion leaders to share good practice in providing for children with a SEND through cluster meetings.
- Offering drop in sessions monthly to discuss informally any concerns

7. SEND staff (2015-2016)

School

Inclusion Leader	Miss Georgia Morris-Boyce
SEN Governor	Mr Richard Cargill

SEN TAs (Many also carry out additional class based duties as specified in their timetable)	Mrs. Tracey Taylor (HLTA) Miss. Gina Reynolds (Family Support Worker) Mrs. Rachel Chowaneitz (1:1) Miss Hollyanda Brooks (1:1)
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Outside Agencies

Speech and Language Therapist	Gemma Blundell
Educational Psychologist	Lauren Freemantle and Rachel Lander
Occupational Therapist	Nicola Jackson
SEND supported	Joanna Burden
	Lizzie Sartain
In school based counsellors	Wendy Thomas
IDS	Hannah Cockburn - Hearing Team
COMPASS	Lisa Harris/Nicola Jefferson
CAMHS	Referrals on request/need

SEND staff have completed a wide number of training courses including speech and language, autism, Lego therapy training, supporting children with hearing impairments and Nurture.

Where new staff have been employed with no prior training, we try to ensure we source training and undertake refresher training periodically.

All staff have also received Occupational Therapy training and how to implement sensory support through the class if needed.

As a school we are committed to ensuring that all staff have the opportunity to attend relevant courses offered through the Cluster or outside agencies to ensure professional development and to cater for the needs identified in the school audit.

Outside Agencies

- Educational Psychology Service (EP)
- Speech Therapy

- School Medical Advisor/School nurse
- IDS (Integrated Disability Service)
- EIS
- Counselling Services
- Music Therapy
- Occupational Therapy
- Early Help officers
- SEND supported

8. Role of the LEA and other outside agencies

Meeting the needs of children with SEND successfully requires good partnerships between all those involved.

We believe that these partnerships can only work where there is a clear understanding of the aims, roles and responsibilities and the nature of these relationships; ensuring that there is clarity of information and a clear set of structures.

The LEA supports schools as set out in the Code of Practice, allocating general funds to schools as set out in the following finance section, and specific funds banded according to the child's needs for those holding a statement.

The LEA has a monitoring group based at the Statementing and Assessment Office, to audit and advise on funding.

Further funds are allocated according to need and can be accessed through the Higher Needs Funding Block.

Support for communication difficulties or physical disability and impairment is free to all schools (IDS) if a child has a medical diagnosis.

Educational Psychologist:

The school currently subscribe to having an EP for 14 sessions per year, to include assessments of children's needs, meetings and discussions with parents, training and support for staff and meetings as needed.

The EP may be required to assess and advise as part of the assessment process.

Occupational Therapy:

The school currently subscribe to specialist support from the OT service to target key children in accordance with statementing, EHCP, individualised needs in the fore mentioned areas for a morning/week.

The OT provides assessment, intervention, training and support as necessary. Expertise and support for these areas is developed and learning enhanced as a result

SEND supported:

The school currently subscribe to specialist teacher support from SEND supported to carry out learning and behaviour observations, meet with parents, contribute to statementing reviews or referrals for 6 hours per half term.

Speech Therapy:

The school may refer a child to the Speech Therapy Service if parental permission is obtained. Copies of reports are sent out to schools. Pupil's speech and language development profiles are confidential, but information relevant to target setting in school, and EHCPs may be shared with staff in review meetings.

Children's Services:

Referrals to Social Services involving child protection issues are made by a designated child protection officer (Miss Stanton, Mr Hughes, Miss Morris or Mrs Taylor).

Reports are highly confidential and filed on the online system CPOMs. The inclusion leader may refer non CP issues regarding children of concern or contact Social Services for advice.

The inclusion leader will make every effort to attend case conferences/professional meetings as appropriate.

Reports of these meetings are highly confidential and will be treated as such. Please also refer to the Child Protection policy.

Family Counselling and Support Service:

The department for Children, Young People and their families offers specialist counselling and support. Referral may be recommended by school but can also be supported by the families GP. School may be asked to complete a brief report to support initial assessment

9. Role of the SEND Governor and the Governing Body

All maintained school governing bodies have important statutory duties towards pupils with SEND and must do its best to ensure that the necessary provision is made for any pupil identified as having an SEN.

The SEND Governor is an elected member of the governing body, with special responsibility to monitor and evaluate the SEND policy and provision in the school. The SEND Governor currently is Richard Cargill.

The SEND Governor will meet approximately once a term with the inclusion leader as part of her monitoring role, and to prepare with the inclusion leader a report to Governors when invited to do so.

The Governing Body will report annually to parents as to how the school is meeting its responsibilities for providing for pupils with SEN. This is the responsibility of the SEND governor.

The SEND governor may be contacted by parents if they wish to pursue a complaint. In such an event she may be required to act as an intermediary. The SEND governor may liaise with the head teacher and inclusion leader on the deployment, recruitment, training and retention of staff, the annual audit and any arising issues.

10. Finance

The school is funded for SEND by Warwickshire C.C according to a formula based socio-economic need and the county audit of SEN, carried out in January each year. The devolved funds are audited annually by the LEA.

The LEA provides additional funds to support and resource pupils with Statements of SEND according to the level of need and in line with current developments school funds the first £6000 of any statemented child's provision.

Depending upon need this level may be topped up by the LA from the higher needs funding block.

This policy will be monitored by the Head teacher, Staff and Governors.

Criteria for its successful implementation will include

- The number of children on the SEND register
- Raised staff awareness of individual pupil needs linked to early intervention, record keeping and assessment

- Raised attainment levels of pupils with SEND
- Provision of appropriate support; through EHCPs or clear target setting
 - Good parent-school relationships
- Children making appropriate progress with learning, social and behavioural needs.

11. First Aid and Supporting Medical Needs.

- The school adheres to the WCC First Aid at Work Policy. If any person becomes ill or is injured they must report to the school office. If they are unable to go to the office a red triangle will be sent to the office to alert the first aiders to make their way to the injured or ill person. Parents will be informed if their child has been unwell or has had an accident during the day.
- The school and ASC currently have six members of staff with First Aid at Work Certificates and six with paediatric first aid training. They will be responsible for checking and restocking first aid containers; taking charge when someone is injured or becomes ill; summoning appropriate medical help e.g. ambulance. Any first aid administered will be recorded in the first aid book. The Head teacher, or in her absence another available member of staff, will accompany any child to hospital if it is not possible to arrange for a parent to attend in time. First Aider details are displayed in the Reception Area
- The main First Aid container can be found in the school entrance area. Other First Aid containers are available for playground use and off-site activities. All contain items as recommended by the HSE.
- All staff have received up to date training in basic First Aid and Emergency Life Support with an element of paediatric first aid with St John's Ambulance
- The WCC first aid at work policy , First aid at needs assessment, first aid treatment form and HSE guidance basic advice on first aid at work are available for information and guidance at www.warwickshire.gov.uk/schoolhsdocs

Medication

Please also refer to the Medical Needs Policy.

- The school adheres to Warwickshire Schools Health Directory. Parents will need to fill out a specific parental consent form if they require any staff to administer medication in school. Medicine may be administered by any member of staff who has at least undertaken basic first aid training. Any medicine administered must be witnessed and the medicine administration form signed by a second member of staff.

- Relevant staff will receive annual training in the administration of epi-pens
- Medication is stored either in the fridge in the staff room or in the first aid cabinet in the Finance Assistant's office.
- Asthma inhalers will be clearly labelled and kept in the individual classroom for immediate use as required.

If children have specific health issues they must meet with the school first aider (MT) to agree an individual health plan. The health plan will be drawn up with the agreement of the school health advisor. All staff members will be made aware of the health issues of specific individuals and the requirements of their health plan. Medication for children on individual health plans will be kept in an individual container, identified by the child's photograph, in the Finance Assistants' office

APPENDIX 1

Section 17 DEFINITION OF SPECIAL EDUCATIONAL NEEDS (see Code of Practice, Chapter 1 page 6)

Definition Of Special Needs

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

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught - EAL children

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

See Section 312, Education Act 1996

APPENDIX 2

In April 2014 the measures outlined in the Children and Families Bill were made law and it became the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes will come into force on 1 September 2014 and they affect all teachers.

The new code of practice

The way in which schools work with pupils, including those with special educational needs, has moved on considerably since the last code of practice was issued in 2001.

The new 0 to 25 Special Educational Needs and Disabilities Code of Practice draws on the experience of parents, schools, colleges, councils and health care providers. It sets out a more individualised and better graduated response to support children and young people with special educational needs and disabilities.

The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such it reflects that high quality

teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs. For pupils that need special educational provision the code sets out the principle of a graduated response. This acknowledges that some children will benefit from specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist). The categories of School Action and School Action Plus will no longer apply and will be replaced with a new system called special educational needs (SEN) support. The new approach is designed to ensure support is focused on individual need and personal outcomes rather than classifications.

Early identification and a single assessment

Schools will be expected to have clear systems for identification, assessment, monitoring and securing appropriate support for children with special educational needs. The code also requires schools to involve parents in a more structured and systematic way to shape the support their child receives and to be more transparent about what the school can provide. In particular the code places an emphasis on working with parents to agree and review the outcomes the support is intended to achieve rather than counting the hours or resources given to a child at school.

In practice most schools already use assessments and data effectively to review progress and shape teaching. For many schools the changes will primarily be about ensuring this process is informed by a good knowledge of special educational needs, and the relevant interventions, and involving parents in a more constructive and transparent way.

Reviews

Schools should review the support currently given to pupils on School Action or School Action Plus in light of the changes during the next school year. We would expect most reviews under the new approach to take place, in consultation with parents, by the spring term 2015. If new pupils are identified with special educational needs between now and 1 September you should continue to operate as you currently do. From 1 September onwards you must use the new system. The school census in January 2015 will not distinguish between School Action and School Action Plus, schools will simply be asked to record pupils as receiving SEND support.

From statements to education, health and care plans

For those with the most complex needs we are introducing a single birth-to-25 education, health and care (EHC) plan which will replace statements of special educational needs and Learning Difficulty Assessments. The EHC plan will place much more emphasis on personal goals and will clearly describe the support a child will receive across different services, including at school, to achieve these ambitions. The creation and delivery of these plans will be led by the local authority but schools must get involved in developing, delivering and reviewing these plans working closely with parents.

If any of your pupils already have a statement or Learning Difficulty Assessment they will be transferred by the council to an EHC plan within the next three and a half years. This is likely to be around transition points in a child's education, such as when they move from primary to secondary school, and you should be involved.