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BEHAVIOUR POLICY



SEN policy and information report 2019

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our mission statement

Alder Brook values every individual and strives to develop the whole child. Alder Brook provides a safe, nurturing environment for pupils with social and emotional needs whilst ensuring academic progress. We aim to provide a creative and exciting, inclusive curriculum that all our children enjoy, building their self-confidence and ultimately provide every child with the necessary tools to become successful in the future.

Alder Brooks 6 core values

We celebrate “Diversity”

We have high expectations so all our children “Achieve”

We “Nurture” our pupils so they can reach their full potential

Our approach to learning is “Creative”

We want all pupils to “Enjoy” being at Alder Brook

The “Safety” of all our pupils is important

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kate Livesley, assistant SENCOs – Alicia Barnes and Kate Kavanagh.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

All pupils on roll at Alder Brook are recorded as having SEN. The reason could be due to more than one area of need (see areas of need above).

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This may include progress in areas other than attainment, for example, social and emotional needs.

We determine progress through teacher assessments and summative assessments academically, attendance data, SEMH tracking data, RPI data and observations, external agencies involvement as well as pupil and parent views.

5.3 Consulting and involving pupils and parents

As all pupils have SEN/D and/ or Educational, Health and Care plan we are in regular contact with our parents regarding their child's provision and progress. We have a number of ways in which we consult and involve parents and pupils such as;

- End of day phone calls home
- Mutli agency meetings
- EHC plan review meetings
- Meetings between parent/carers, Educational psychologist and school
- Pupil meetings and pupil voice (Pen portrait)
- SENco and parent communication via phone calls or meeting in school or the family home.

Through the range of methods of communication and consultation it ensures everyone involved are clear of the next steps and all concerns can be shared. It allows everyone to have a greater understanding of the pupil's areas of strength and difficulty and everyone can agree to the best outcome sought for the child.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- End of term summative assessment results
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed half termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For pupils with Education, Health and care plans transition to a new setting is always initially discussed within parents/carers. If Alder Brook feel, as a setting, it cannot meet the needs of the pupil (therefore a

specialist setting would be more appropriate) or if the pupil would succeed in another setting such as an enhanced resource or mainstream with support. If parents are in agreement then a multi-agency meeting/ SEN review meeting would be arranged with parents/carers present. Any decisions made are carefully considered and in the best interest of the child at all times. Once all in agreement any transitions are carefully planned and supported by Alder Brook, where necessary.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions:

- Dyslexia intervention
- Working memory intervention
- Social skills intervention
- Emotional literacy intervention
- Maths interventions
- Touch typing intervention
- Writing/ motor skills interventions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please see our Accessibility plan for further information on adaptations for meeting the needs of all pupils with SEN/D.

5.8 Additional support for learning

Each class has a class teacher and two teaching assistants. The staff are trained to deliver a range of interventions to support learning.

Teaching assistants will support pupils on a 1:1 basis when needed.

Teaching assistants will support pupils in small groups when needed.

We work with the following agencies to provide support for pupils with SEN:

- Learning Support Service
- Educational Psychologist
- Occupational therapy
- EMTAS (EAL)

5.9 Expertise and training of staff

Our SENCO has completed the NASEN certificate with distinction at Manchester Metropolitan University and has a number of years experience in this role and has worked at Alder Brook for over five years supporting the staff, parents and pupils with SEN.

Alder Brook have a SEN team whereby assisting SENCOs are allocated to classes supporting pupils, staff and families. Alicia Barnes (Upper Key stage 2) and Kate Kavanagh (The Orchards (Key stage one and two) and The Link pupils). The team is managed by Kate Livesley, SENCO and Deputy Headteacher.

In the last academic year, staff have been trained in a number of areas to support SEN/D such as motor skills, dyslexia, literacy interventions and maths interventions, ASC strategies as well as safeguarding.

5.10 Securing equipment and facilities

Due to the nature of the setting Alder Brook are funded for pupil places within the pupil referral numbers and funding with pupils with EHC plans. Alder Brook is setup to meet the needs of pupils with a range of SEN needs with a primary focus on social, emotional and mental health needs therefore have the equipment, resources and facilities continuously on hand and planned into the school costings. In some instances referrals are required for more specialist support and intervention and are completed by the school SENCOs and school do buy-in external interventions where needed.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Holding half termly meetings between subject leads, SENCO and class teacher to review individual pupils progress.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits and trips are available to all our pupils, including any holiday school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please refer to our accessibility plan with regards to adaptations and resources in place to support all pupils with disabilities.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

- Pupils with SEN are also encouraged to be part of playtime groups club to promote teamwork/building friendships etc.
- Alder Brook have a therapeutic provision within school lead by a trained practitioner and children access on 1:1 sessions or paired. The children are selected based on evidence and teacher views to access at least 10 weeks of intervention.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Alder Brook work closely with external agencies to meet the needs of all pupils and families. Alder Brook buy-in additional Educational psychologist time for weekly sessions as well as from other services such as Occupational therapy and speech and language. Alder Brook have a designated family liaison officer and a designated LAC teacher who work actively with social care services and bodies. Furthermore Alder Brook regularly meet with and discuss needs of pupils with specialist SEMH settings and enhanced provisions as well as with mainstream school settings.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance, if they are unavailable then to contact the school SEN team/ lead SENCO. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

At Alder Brook we will do our utmost to support our parents. We will signpost to any appropriate services should the parent request additional support or school feel it appropriate to recommend parents contacting other services. Such services would include SIASS as well as social care Early Help for support. Parents are able to contact school and request contact details for services.

5.17 Contact details for raising concerns

For raising concerns parents can contact Kate Livesley, SENCO or discuss with class teacher initially. Parents can also refer to the school's complaints policy.

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/>

6. Monitoring arrangements

This policy and information report will be reviewed by Kate Livesley **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints policy