



SECTION 1

AIMS

- At Brilliant Minds we recognise that all children are special and have unique talents, interests and strengths. We know children learn in different ways and aim to teach our children in a way which is most effective.
- We have aspirations and high expectations for all children with SEND and include all pupils in our Centre.
- We recognise our responsibility to nurture our children and their individual needs. We strive to meet these needs intellectually, physically, emotionally and socially. We strive to create an inclusive environment for the children, parents and staff.
- We aim to build confidence and self-esteem into the lives of children who have SEND. We want to ensure their education at our centre is enriched through enabling children to reach their full potential providing a full and differentiated curriculum for all our children.
- We aim to ensure parents and pupils have a voice in their learning process.



ROLES AND RESPONSIBILITIES

Class tutors:

At Brilliant Minds the class tutors must provide for all pupils in their class by differentiating work and planning for the different learning styles. Tutors are responsible and accountable for the progress and development of the pupils they teach, including pupils who access support from teaching assistants or support workers. We ensure that the first step to help all children is ***'quality first teaching'*** this style of teaching emphasises quality and inclusive teaching for all pupils, including differentiated learning, strategies to support SEND pupils, and ongoing assessment. To ensure this is undertaken the centre has a strict procedure on assessments, tracking progress and early identification of concerns.

When assessing the needs of pupils, we take into account the “whole child” and develop a holistic approach to cater for all their needs.

SENCO:

- . Work with the centre Manager to determine the strategic development of the SEND policy and provision in the centre.
- . Have a day-to-day responsibility for the operation of the SEND policy and provision.
- . Advise on a graduated approach to providing SEND support.
- . Be the point of contact for external agencies.
- . Ensure the school keeps up to date records of pupils with SEND and that targets are being met and reviewed every half term.

Head of Centre:

- . Work with the SENCO to determine the strategic development of the SEN policy and provision.
- . Have an overall responsibility for the provision and progress of learners with SEND.



Categories of SEND that are provided for

Cognition and learning

Language and communication

Social emotional and mental health difficulties

Sensory and/or physical needs

SECTION 2

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”

(SEND Code of Practise 2014 Section 6.15)

“Pupils making less than expected progress, given their age and individual circumstances.”

This can be characterised by progress which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap “

(SEND Code of Practise 2014 Section 6.17)

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” This includes all the 4 areas of SEND.

(SEND Code of Practise 2014 Section 6.7)



WAVES OF INTERVENTION MODEL

WAVE 1 - What is Quality First Teaching (QFT) and SEND support?

Tutors are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may be just behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice and may need teacher directed class-based interventions.

WAVE 2 - SEND support

Where good quality first teaching is not meeting the pupil's educational needs and the child or young person requires additional or different support beyond classroom practice available to pupils of the same age.

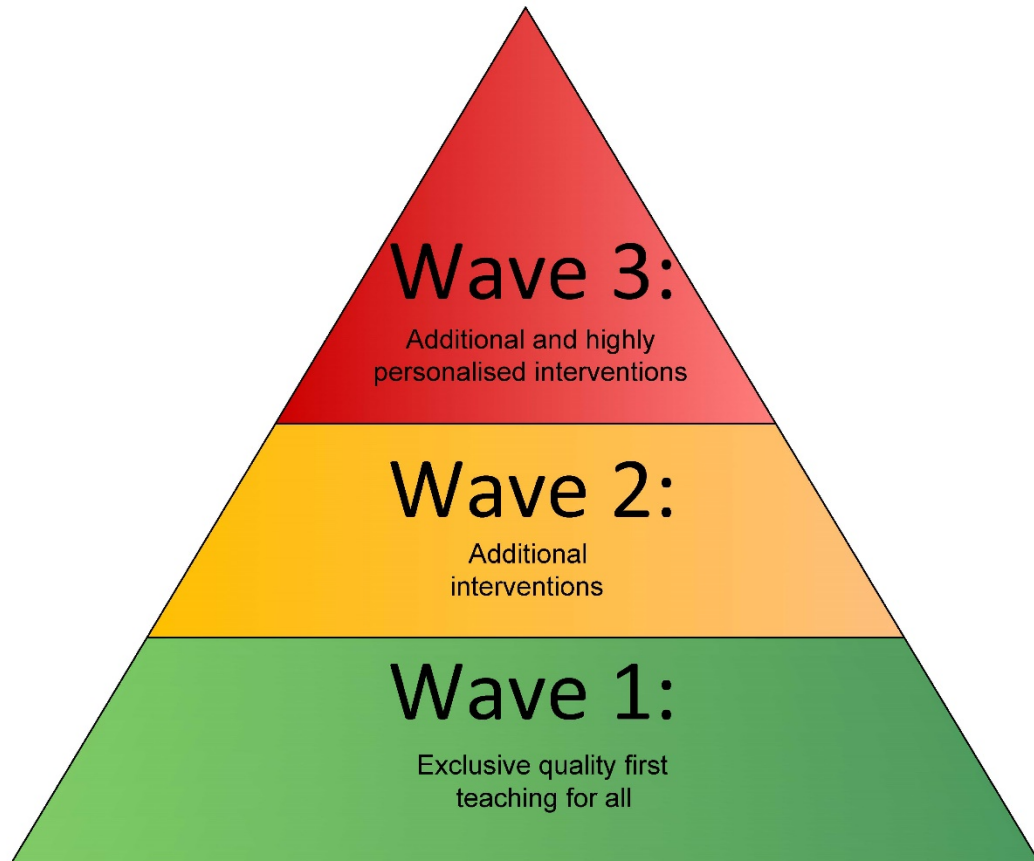
WAVE 3 - SEND Support with external agency input

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the centre should consider involving specialists, including those secured by the centre itself or from outside agencies.

Centres may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. A centre should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN Support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND Support. A record of all such meetings should be kept on the pupil file.



WAVE MODEL EXPLAINED





Graduated approach to SEND

ASSESS – PLAN – DO – REVIEW

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

Children who continue to face challenges in their learning despite receiving high quality teaching will need additional strategies or different provision in order to meet their needs. The SEND code of practice states that for these learners, tutors need to put special educational provision in place through SEND support. This support takes the form of a four part cycle – (assess, plan, do, review), through this cycle it is ensure students get the support they need to secure good outcomes

The class tutor will work with the SENCO to carry out a clear analysis of the pupils needs, this will draw on:

- . the tutors assessment and experience of the pupil.
- . their previous progress, attainment and behaviour
- . other tutor assessments where relevant
- . the individuals development in comparison to their peers and national data
- . the views and experience of parents
- . pupils own voice
- . advice from external support services where relevant

All tutor and support staff who work with the pupil will be made aware of their needs, targets and support provided. We will regularly review the effectiveness of the interventions.

Once a pupil has been identified as SEND then an “Individual support Plan “is compiled between the tutor and the SENCO. The plan is personalised to ensure the desired outcome for the individual pupil. It will include precise, achievable and measurable targets, a timescale, named member of staff working with the pupil, and will state where and when. This will be discussed with the parents and copies sent home.

This will be closely monitored by the member of staff working with the pupil and the SENCO.



A review will show whether targets have been achieved in whole, part or have to be repeated.

New targets may then be set. A meeting is arranged with the staff and parents to update the plan.

Some pupils may require daily intervention so an “Individual Time Table Plan” is completed.

This will show clearly the details of what the pupil is doing where and when. The plan will put together by all staff concerned and will be discussed and agreed by the parents. Copies of the plan will be sent home.

In some cases pupils will have the intervention in the classroom or may be withdrawn for short periods of a time. The aim is to return the pupil to their class room as soon as it is agreed he/she is able to maintain the progress this way.

In all cases the SENCO/SEND teacher, class teacher and TA all work closely together on the same agreed targets. The class lesson plans will show the differentiation for the SEN pupils. The staff working with these pupils will align these plans with the IEP targets.

We aim at all times to keep the parents informed and share information regarding their child’s progress and targets.

SUPPORT/BOOSTER GROUPS

As part of quality first teaching we are able to offer short term additional support for pupils with whom the class teacher has identified a need to “close a gap “.

We are able to work with small groups. We work closely with the class tutor, taking into account class plans. By putting in place an intervention programme tailored for the group we are able to assist in “bridging” the gaps and returning the groups to the class once they have achieved the targets.

Parents are informed of this support and kept updated with the progress by way meetings.





SECTION 3

SUPPORTING PUPILS AND PARENTS AND FAMILIES

The Centre has established links with agencies such as Local Authorities and Educational Psychologist to provide information and contacts if needed.

Where applicable, information is shared during transition from class to class, across the key stages.

Consulting and involving pupils and parents

Once a child has been identified as having a concern the class tutor and SENCO will meet with parents to ensure everyone develops a good understanding of the pupils areas of strength a difficulty.

To take into account any concerns of the parents

To explain the process and ensure everyone is aware of the next steps, targets and review dates.

Notes of the meeting will be added onto pupils records and a copy given to parents.

SECTION 4

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

All pupils who have been identified as having SEND or have a concern which may impact progress and attainment are placed on a class SEND/Concerns register.

A file for each year group or an individual file will hold all relevant information such as meetings with parents and staff, letters and forms received or sent to any outside agencies working with the pupil, provisions, IEP's, review reports and progress outcomes.

Pupils have their own folder to keep work they have done when working with SEND/Support staff.

A whole centre SEND file contains the information details for all SEN pupils and their relevant class tracking sheet on which grades and scores are recorded and updated termly.



A whole centre provision map is completed showing all SEND pupils in each year group. It notes the provision what, where, when and staff assigned. Copies are distributed to all staff and specific pupils.

The progress and attainment is monitored, recorded and reviewed termly.

Outcomes are discussed with the staff working with the child and a meeting with parents is arranged.

During the last term of the academic year SEND staff and class tutors and TA's meet to discuss pupils leaving and joining the classes in September.

Information regarding the needs and the provision is shared and where applicable a personalised transition plan is put into place.

Where it is felt by the staff and the parents that additional support/ engaging specialist services is needed, then the SENCO will make the contact with the relevant agency or it may be necessary for the parents' first point of contact to be their GP. If this is the case then the SENCO will supply written support to the GP on behalf of the Centre.

This will be closely followed up by meetings to ensure the process continues.

Where a cost is involved for a specialist service such as an Educational Psychologist the parents are made aware that the centre does not have the access to these services nor the funding. The centre will advise and support the parents in this process as far as possible.

The centre has a file with information, contacts of specialist providers and samples of forms such as referral, CAF and CAMHS.

In all cases where agencies and additional services are needed the centre aims to work closely with the parents and pupils by way of meetings and sharing of information on a regular basis. After each meeting/consultation the next steps are discussed and a date for a future meeting arranged. This is to ensure a continuous process.



SECTION 5

SUPPORTING PUPILS AT THE CENTRE WITH MEDICAL CONDITIONS

The centre recognises that pupils at the centre with medical conditions should be properly supported so that they have full access to education, including trips and physical education. This applies to children who are disabled or have an EHC plan.

Disabled refers to pupils with a physical disability including pupils with a sensory impairment.

At Brilliant Minds strict adherence to Health and Safety arrangements are followed when pupils are attending trips and visits. All members of staff concerned are fully briefed to the medical conditions, emergency contacts and permitted medication such as inhalers are carried with the staff responsible for the pupil. Where a disabled pupil is involved the support worker and parent would attend any such trips and visits. Part of the risk assessments carried out prior to any trips or visits will also take account SEND pupils and those with medical conditions

SECTION 6

ACCESSIBILITY

Provisions for disabled pupils who cannot access the lower or second floor alternative arrangements have been made. These include a specialised disabled toilet on the ground floor, use of a first floor room for support small group teaching. Where funding is granted, resulting from an SEN EHC plan, then a support worker will be allocated to the pupil for the agreed number of hours. This may include outdoor and indoor physical exercise..

Where required equipment including specialised lens, large print exam papers including texts, bold lined writing paper and black marker pens are provided.



SECTION 7

TRAINING AND RESOURCES

The centre access SEND training from relevant training organisations and the local authority.

Class tutors, TA's, attend SEN training courses. When identifying training needs courses are chosen that will directly provide the staff with the knowledge and awareness of specific needs of pupils in their class or about to enter their class.

In house insets are aimed at delivering an awareness of specific learning needs and ensuring staff can implement an inclusive provision in the classroom, in their planning and in catering for the different learning styles and needs.

All support workers have their role clearly defined.

Resources are purchased by the centre. These are housed in the SEND room and accessible to all staff. These include intervention programmes, catch up programmes, games, multi-sensory resources, a "Math's Working Wall", interactive displays, "Hands On" equipment to use in numeracy and literacy, an ASD resource box, art materials, multi-sensory objects, books, VIP resources, PSE/Social skills games and activities, ICT games and software such as "Word Shark", "Number Shark", "Phonics Bug" and "Espresso". There is also a bank of ideas and activities for SAL and vocabulary/word finding skills.

The centre aims to build on and update these resources annually. Ideas will be informed by pupil needs and information gained from staff training.

A Library quiet area is provided as a SEND working area.



SECTION 8

REVIEWING THE POLICY

The centre aims to review the policy annually given the recent climate of reform.

This will ensure the SEN provision is kept in line with the Department for Education and The Department of Health legislation and recommendations.

SECTION 9

COMPLIANCE

Our SEND policy has taken account of:

- SEND Code of Practice 0-25 (August 2014)
- Equality Act 2010
- Teachers Standards 2012
- Statutory /Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 an 2 Framework document (Sept 2013)
- SEN/Support Staff
- Reasonable adjustments for disabled pupils (2012)