

## **Brockholes Wood CP School**

### **SEN POLICY**

**Senco: Sarah Woodhouse**

#### **Special Educational Needs (SEN) Policy**

##### **Introduction**

##### **Aims and Philosophy**

At Brockholes Wood, we are committed to academic and social success for all children in our school. As a result, we operate a variety of approaches that are designed to bring the best out of each child. We place a strong emphasis on good behaviour which underlines all our teaching (See the Behaviour & Discipline Policy). Emphasis is also placed on the learning of the basic and central cross-curricular skills which underpin all learning: communication, numeracy, study skills, problem-solving and information technology in line with the National Curriculum. In order to ensure these basic skills are mastered, children may be grouped according to ability for part of each day so they can be given direct teaching then they can practise and consolidate these skills later in other groupings. Some activities are carried out in mixed ability groups and pupils are encouraged to develop independence and take part in collaborative learning. During these activities, creative problem solving and discussion skills are developed.

The learning objective is shared and discussed in every lesson. We aim to ensure that the children are aware of what the focus is and what is expected of them. By matching activities at the appropriate level for the children we support the children in fulfilling their learning potential by extending their skills in manageable steps. High expectations are communicated to the children through praise and encouragement as well as discussing how they have worked towards achieving set targets.

While our overall aims and goals are the same for every child, we acknowledge that:

- There are children whose needs require resources and strategies that are different from or additional to those provided for the majority of their peers, in order for them to learn effectively.
- Children may need support for different lengths of time and in varying degrees.

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)

Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)

Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

- Some children may require specialist equipment to aid inclusion.
- We should view ‘where the child is’ as our starting point and respond accordingly in planning and implementing a curriculum that sets high but achievable expectations.
- In making this response we consider a range of teaching approaches and multi-sensory experiences.

Thus, we seek to create an inclusive environment where each individual participates in all areas of learning, manages their behaviour and develops emotionally with increasing success and independence to achieve positive outcomes.

### **Accessibility**

Brockholes Wood is a single level building and is equipped with several ramps for wheelchair access both at the front and rear of the building. There is also a disabled toilet installed as well as a disabled changing bed. There are also hand rails fitted in one infant boy’s and one infant girls’ toilets. If any parents have access difficulties which include visual and hearing impairment, the school will strive to support their needs.

The school is committed to ensuring the requirements of the disability equality act is implemented across school. The school’s accessibility plan has identified and prioritized areas of need. Every effort is made to work with the LEA on these areas.

Resources and specialist equipment are used where needed and due consideration made for pupils whose disability may demand more time for completion of tasks. Advice for outside agencies and specialists will be sought as necessary and implemented.

Members of staff are made aware of any special or modified provision put in place for a pupil. Other policies are reviewed in light of the school’s Access Plan and staff work together to develop and sustain an inclusive learning environment.

### **Objectives**

In order to achieve our objectives, we will:

Ensure that pupils actively participate in their learning, increasing their responsibility for this and their behaviour as they move through school.

To work within the guidance provided in the SEND code of practice, 2014.

Ensure good working relationships with parents, carers and the community.

Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of individual achievement.

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

Ensure that the special educational needs of children are identified and assessed as early as possible and that their progress is closely monitored.

Ensure that all teaching and support staff are involved in planning and meeting learning objectives for children with special educational needs.

Ensure there is effective liaison between the school, special schools and outside agencies in order to meet the needs of staff and pupils.

To provide support and advice for all staff working with special educational need pupils.

Our targets for the next twelve months are stated in Appendix A.

### **Identification of Special Needs**

Identification of special needs involves a graduated response. In the new SEND code of practice, 2014 there are four broad categories of need:

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and/ or physical needs.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As much information as possible must be assimilated in order to identify and assess the SEN of a pupil. At Brockholes Wood we consider the needs of the whole child not just any special educational needs.

It is important to note that there are issues that are not classed as SEN but may impact on progress and attainment:

Disability  
Attendance and Punctuality  
Health and Welfare  
EAL  
Being in receipt of Pupil Premium Grant  
Being a looked after Child  
Being a child of Serviceman/Woman

### **A Graduated Response to SEN Support**

The Code of Practice states that,

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

**“All teachers are teachers of children with special educational needs.”**

This policy seeks to reinforce the paramount importance of a whole school approach and the responsibilities all members of staff share in making provision for those children with special educational needs.

Class teachers are responsible for differentiating the curriculum for pupils with special educational needs, ensuring support is implemented and monitoring their progress.

All teachers with responsibility for curriculum areas monitor pupil progress within their curriculum area and this includes progress made by pupils with special educational needs, along with the effectiveness of resources and other curriculum materials such as those used for assessment, monitoring and planning. At Brockholes Wood we regularly review the quality of teaching and learning for all pupils, including those at risk from underachievement

If concerns are raised about a child’s performance, the head teacher, SENCO, class teacher and support staff should:

- Use information arising from the child’s previous educational and home experience to provide starting points for the development of an appropriate curriculum for the child
- Identify and focus attention on the child’s skills and highlight areas for early action to support the child within the class
- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. These assessments may include an EYFS profile, optional or statutory SATS, or the use of PIVATS.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child’s achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child’s learning.
- If necessary, specialised assessments will be requested from external agencies and professionals.
- Involve parents in developing and implementing a joint learning approach at home and in school.

**Assess – Plan- Do - Review**

If a child’s difficulties persist despite these interventions and they fail to make adequate progress, the class teacher will inform the SENCO and further action will be considered. Definition of adequate progress is based on the following information and triggers.

**Assess:**

- a) Ongoing assessment and observation  
Baseline Assessments  
Use of Development Matters to assess  
National English and Maths objectives including ‘I can statements’

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

## National Curriculum Level Descriptions

Standardised screening and assessment tools – Year 1 Phonic screening, Optional SAT's APP assessments, NFER assessments.

### b) There is little or no progress in targeted areas

A child has difficulties acquiring literacy or numeracy skills leading to low attainment

There are persistent emotional or behavioural difficulties despite recourse to the usual strategies used at school

A child with sensory or physical difficulties makes little progress despite specialist equipment being provided.

A child who has communication and speech difficulties makes little progress despite differentiated activities being planned for them and language / vocabulary used being moderated.

A short period of support beyond the normal classroom differentiation when differences in achievement first become a concern may ensure that children make progress at a critical time and forestall later problems.

As much information as possible must be assimilated in order to identify and assess the SEN of a pupil. The head teacher, SENCO, class teacher and support staff should:

- Use information arising from the child's previous educational and home experience to provide starting points for the development of an appropriate curriculum for the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- Involve parents in developing and implementing a joint learning approach at home and in school.

### Plan:

A pupil passport will be compiled which will include an Individual Learning Plan. They are written to identify a child's strengths and targets. Any strategies, resources and provision used to meet these targets will be recorded. Children will be at the heart of this document as well as outlining targets it will be used to ascertain aspirations and for the child. These will be reviewed every term but as they are working documents the targets will be updated or modified as needed.

### Do:



Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

The strategies and intervention agreed in the plan will be implemented and progress monitored using the school's assessment systems. Progress may be achieved through observations and more formal methods including assessment scores.

## **Review:**

The progress of the pupil will be reviewed at the end of the specified period of the intervention. This evaluation will inform the next steps to plan.

## **Early Years/School SEN SUPPORT**

In order to help children with special educational needs, Brockholes will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a Pupil Passport which includes an ILP (Individual Learning Plan) and review sheet/provision map and the SENDCo will have responsibility for ensuring that records are kept and available when needed. If it was for a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission. The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and Teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

The exact time period for this depends on individual cases. The Code of Practice identifies triggers that indicate the need for further support. The time scale remains discretionary however and judgements are based on individual circumstances. The SENCO arranges discussions with parents and staff along with a review of strategies and evidence collected. If appropriate an Early Help Assessment (EHA) will be instigated in order to ensure all agencies are able to work together. Team Around the family (TAF) meetings will be held every 10 -12 weeks to review progress, until the child's needs are being adequately met.

## **Education Health and Care Plans**

If the school is unable to meet with all of the agreed provision from its current resources and budget and the outcomes for the child are not improving then the school may request a statutory

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

assessment for the Local Authority, which may if accepted at a panel meeting, result in an EHC plan being issued for that child. The school will outline evidence submitted to the Local Authority the child's progress documenting their needs and the provision in place to try and meet those needs in school. If the Local Authority agrees to a statutory assessment, the LA must request advice and information on the child and the provision that must be in place to meet those needs from, parents and carers, the school, health professionals, education psychologists and specialist teachers if appropriate and anyone else who is involved in supporting the child. If an EHCP is agreed then they must be reviewed at least annually and an Annual Review meeting is held which will involve the school, outside agencies who work with the child and the child themselves. This meeting will be to discuss the child's progress against the outcomes outlined on the EHCP, discuss what is important to the child, how best to support the child and questions and answers to any issues that may arise. Any amendments to the plan will be recorded and the relevant documents from the meeting will be sent to the LA.

### **ILP reviews**

ILPs are reviewed each term and new targets set. The pupil is fully involved in the review and setting new targets. A copy of the new IEP is sent home with an accompanying letter inviting parent's views. There is also the option for the parent/carer to meet with either the SENCO or classteacher if they wish. A signed copy is requested if the parent is happy with the new targets. When a child shows that they are beginning to make adequate progress, this is monitored for a term before the child is removed from the Special Needs Register.

### **Curriculum**

The National Curriculum is a statutory requirement that sets out the ideas and learning in each key stage. It secures access to essential areas of learning and provides for the development of the knowledge, understanding and skills that children will need in order to become active and responsible citizens. Brockholes Wood will through its cycle of observation, assessment, planning and review make provision for increased curriculum differentiation dependent on the child's strengths and weaknesses.

We seek to overcome barriers to learning, thus allowing all pupils full access to the curriculum through appropriate differentiation. This is done in a way that builds on pupils' strengths whilst addressing their difficulties and finding ways to overcome them.

A variety of teaching approaches should be used to maximise the achievement of all pupils. Teachers and support staff are encouraged to consider the kinds of options and the variety of activities available within the class setting to enable children to access the National Curriculum. Teachers planning should be flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation.

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

## Withdrawal

Most children are given support in the classroom as an integral part of the lesson. However, it is sometimes necessary to withdraw children individually or in a small group in order to deliver a specific program or to focus on particular targets. Such work will be carried out with the clear aim of developing access to the class curriculum.

Most 1 to 1 work with children is for short focused periods. Children who receive speech therapy or support from other specialist teachers may need longer periods out of class at certain pre-arranged times.

Any withdrawal is always handled positively, in a way that does not denote any loss of self-esteem.

## Inclusion

All children are to be given access to participate in the full life of the school. Brockholes Wood operates a policy of inclusion for all pupils and provides several extra-curricular activities for its pupils. These include sporting activities, breakfast and after-school clubs, residential and day visits. (See “Inclusive Schooling - Children with Special Educational Needs” for further guidance.)

## SMCS (Social, Moral, Cultural and Spiritual)

At Brockholes Wood Primary School, we provide a wide range of opportunities for pupils to develop their spiritual, moral, social and cultural identity so that they can thrive as they grow and develop in these areas in school and the wider world. As part of our spiritual, moral, social and cultural development we promote fundamental British values which are at the heart of the ethos of our curriculum drivers at Brockholes Wood Primary School.

Our pupils’ spiritual, moral, social and cultural development gives them the skills to be thoughtful, caring and active citizens in school and in wider society which we develop and nurture through a range of activities and opportunities both within and outside the school environment

## PREVENT

**This policy is to be read in conjunction with the school’s PREVENT policy, in response to a legal duty from the DfE placed on schools to have due regard to the need to prevent people from being drawn into terrorism or be subject to radicalisation. *The Counter Terrorism and Security Act 2015*, section 26th February 2015.** In line with legislation to prevent possible radicalization of individuals the school safeguards children through adherence to this policy and allowing Internet access under staff supervision.

## Admissions



Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

(Please refer to the admission policy) All pupils will be treated equally and fairly regardless of their having SEN or not. Brockholes Wood welcomes pupils with a diversity of cultures, religions and beliefs. The school is aware of the statutory requirements of the SEN and disability act and will meet those requirements. The school must consider applications from parents of children who have special educational needs but no statement on the basis of the admissions procedure.

The school uses its induction process to work closely with parents and to identify children with special educational needs requiring additional provision.

When the school is alerted to learning difficulties a child is experiencing, the best endeavours are made to collect all the relevant information and plan a suitably differentiated curriculum.

While teachers are aware of any children with special needs who require special arrangements for testing and assessments, there are some cases where, following discussion, alternative assessments may be more suitable and in certain instances dis-application may be sought from statutory tests.

(See Assessment Policy)

Following the admission of children from other schools during the year, any information that can be ascertained regarding their special educational needs is followed up and an induction procedure put in place for monitoring their progress and ensuring inclusion.

The SENCO shares information with Class Teachers and Support Staff to ensure that children with special needs who join our school from elsewhere are integrated successfully

Information concerning children in Year 6 with special needs is collected together towards the end of the summer term and passed onto receiving Secondary Schools. Pupils have the opportunity to visit the high school in the summer term and meetings involving high school staff and parents are arranged. SENCO from High Schools are invited to attend Annual Reviews for pupils with Education Health and Care plans in the summer term and information is shared about progress and requirements.

When pupils leave us to go to another Primary School, SEN information is collected and forwarded as part of our transfer procedures. Telephone contact may also take place to clarify or add to information. The records of pupils who transfer to us are shared with staff and there is an induction period to assess the provision required to address any special educational needs. Parents are also invited to share information and check with us that their child is settling happily into school life

## Training

All teaching and non-teaching staff are to be given the opportunity to develop their professional knowledge through training courses. Some of these courses will benefit individual interests but knowledge can be disseminated to others. Courses and INSET can be provided for groups and the whole school. Advice and ideas can be shared and SEN issues are represented weekly during the Staff Meeting.

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

## Resources

The Governors, Head Teacher and SENCO work together to ensure the efficient use of the SEN budget and allocation of resources.

The Governors’ considerations for allocating resources are as follows:

### a) Personnel

The Governors ensure that the special educational needs of pupils are met by employing a SENCO. The school recognises its statutory responsibilities to meet the needs of pupils with a statement of Special Educational Needs and aims to meet these in ways that ensure inclusion and progression. The governors ensure teaching assistants are employed in order to support the learning needs of pupils and are allocated to classes and year groups with due regard to the distribution of pupils with statements, Education Health and Care Plan and children at Early Years / School SEN SUPPORT.

### b) Materials and Equipment

All the TA’s who work with SEN children have a bank of practical resources and games. They have an easy to carry equipment box in which these small practical resources can be carried. These resources can be accessed by all teaching and non-teaching staff to support children who have SEN. An annual budget is provided to improve resources for meeting SEN requirements. Effective and efficient use of money is made by targeting resources for identified areas of need and the monitoring of their use and effect on pupil progress.

## Roles and Responsibilities

- The Governing Body - should work with the head teacher to determine the school’s general policy and approach to provision for children with SEN establish the appropriate staffing and funding arrangements and maintain a general oversight of the school’s work. The governing body must report to parents annually on the school’s policy on SEN. The SEN Governor is Ms Jane Tudor.
- The Head Teacher - has responsibility for the day-to-day management of all aspects of SEN provision. The head teacher should keep the governing body fully informed and also work closely with the SEN co-ordinator.
- The SENCO - working closely with the head teacher, senior management and other teachers, should be closely involved in the strategic development of the SEN policy and provision. The

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

SENCO has responsibility for the day-to-day operation of the school’s SEN policy and for co-ordinating provision for pupils with SEN, particularly through Early years/School SEN SUPPORT. The SENCO is Sarah Woodhouse.

- All teaching and non-teaching staff - should be involved in the development of the school’s SEN policy and be fully aware of the school’s procedures for identifying, assessing and making provision for pupils with SEN.

### **Outside agencies including health services**

Brockholes Wood staff work closely with outside agencies in identifying, assessing and monitoring the progress of children identified as having SEN.

Consent is sought from parents before a referral is made. Information is discussed with parents and shared with the relevant staff.

### **Education services**

Inclusion and Disability Support Service (SEND) Specialist teachers and Educational Psychology services

SEN Officer

School adviser

Attendance Officer

SENDIASS

Special schools

### **Health**

School Nurse

Health visitor

Speech and Language therapy service

Paediatric Child Health Service

Occupational Therapist

Physiotherapist

CAMHS

Audiology

Information is made available to parents concerning the Parent Partnership. Booklets and other information regarding contacts and support service numbers are displayed in school and parents can receive copies.

### **Supporting Parents and Families**

We recognise the importance in working with the parents of SEN pupils in enabling them to achieve their potential. Parents can share knowledge of their child’s strengths, weaknesses and experiences and work with the school in supporting the child. We must tell parents when their child has been identified as having SEN and it is vital that we create a welcoming atmosphere

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

and encourage parents to participate from the outset and throughout their child's education Brockholes Wood. Parents should be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision. (Refer to SEN Information Report on School Website)
- The school's family liaison co-ordinator and safe guarding lead is Celia Blackburn
- The school's safe guarding governor is Jane Tudor.

### **Supporting Pupils at School with Medical Conditions.**

Brockholes Wood recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

#### Definition

Pupils' medical needs may be broadly summarised as being of two types:

- (a) Short-term, affecting their participation in school activities which they are on a course of medication.
- (b) Long-term, potentially limiting their access to education and requiring extra care and support

#### Aims

To support pupils with medical conditions, so that they have full access to education, including Physical education and educational visits

- To ensure that school staff involved in the care of children with medical needs are fully informed and adequately trained by a professional in order to administer support or prescribed medication
- To comply fully with the Equality Act 2010 for pupils who may have disabilities or special educational needs.

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

- To write, in association with healthcare professionals, Individual Healthcare Plans where necessary
- To respond sensitively, discreetly and quickly to situations where a child with a medical condition requires support
- To keep, monitor and review appropriate records.

### **Administration of Medicines**

Parents will be asked to fill in a medication form for prescribed drugs giving permission for school to administer them. This will include dosage, times to be given and how often. These will be kept in a named wallet in a locked cupboard in the office.

It will be the responsibility of the TA or teacher of the pupil to take them to the office when the medicine is needed. The TA/teacher may administer the medication using the accompanying record sheet, which will specify the details of dosage, and sign the sheet together with a member of office staff who will witness the giving of the medication.

**Staff may only administer prescription drugs once the appropriate forms have been filled in and signed.**

If a parent wishes their child to have paracetamol or Calpol etc (or any other non-prescription drug) during the day, staff are **not** permitted to administer it, parents may come to school during the day and administer it if they wish.

Please refer to School's policy on supporting pupils with medical conditions on website.

### **\*Needle stick administration and policy**

### **Health and Safety**

The school has a Health and Safety Policy which is regularly reviewed and health and safety issues are the responsibility of all who work in the school. Problems should be reported to the head/Health and Safety Officer.

It recognises that some disabled students and students with SEN may require specialist handling, treatment or facilities. It also recognises that teachers and teacher assistants may face new situations, particularly when students with severe or complex SEN are taught in a mainstream setting or receive 'special' targeted provision. Some pupils may need their own individual risk assessment. IDSS conduct risk assessments on pupils who may require individual arrangements.

The Headteacher and SENCO is also responsible conducting risk assessments and analysing any risk factors which maybe significant for all children including those with particular needs such as, visual, hearing and physical impairments.



Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

At Brockholes Wood staff are taught how to use specialist equipment such as hearing aid chargers and FM transmitters for children with Hearing Impairment.

## **Complaints**

The complaints procedure for SEN follows the school's other complaints procedures. These can be found in the school handbook.

The parents of any child identified as having SEN must be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service when SEN are identified. In preventing and resolving disagreements the head teacher, SENCO, teachers and support staff will do all they can to address the situation in school and will work with outside agencies including parent partnership services.

The LEA must make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between authorities and parents about the way the LEA and school carry out their responsibilities towards children with SEN

## **Bullying**

At Brockholes Wood we believe that all pupils, particular those who are vulnerable learners have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour through positive behaviour management strategies. It is made clear that bullying is a form of anti-social behaviour. It is wrong and bullying behaviour will not be tolerated.

## **Aims**

We aim to provide a vibrant, happy school where children feel valued, cared for, safe and secure. Our school values itself on being an inclusive environment for all pupils including those with SEN.

We achieve this through:

- Actively promoting anti-bullying messages through our Values-based approach and PSHE curriculums.
- Regular assemblies and theme weeks to promote good behaviour, positive relationships and anti-bullying.
- Clear systems for tackling incidents of bullying.
- Positive behaviour management policy and procedures.
- School Council members taking an active role in the monitoring and evaluation of bullying in the school.

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

- Values Champions taking an active role in modelling positive behaviour in relationships.
- Nurture groups to provide opportunities for children to discuss their feelings and emotions and the support to deal with difficult situations.
- A Family Liaison Leader to work with children and families.
- A multi-agency approach to tackling bullying.

### **Evaluation of the SEN Policy**

A review of the SEN element of the school development plan takes place each year. New targets are discussed with the senior management team. An annual report to the Governors is compiled by the Head teacher and SENCO and presented to the Governing Body by the named Governor for Special Needs.

The school further evaluates the success of the policy by:

- Tracking progress of SEN pupils, both weekly and termly and ensuring appropriate interventions are put in place where a child is identified as not making sufficient progress.
- Using the responses from the annual parent questionnaire to inform school development planning.
- Considering the views of pupils provided during IEP and annual review meetings and from the pupil questionnaire.

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010  
SEND code of Practice (sept 2014)  
Schools SEN information Report Regulations. (2014)

**(Policy revised December 2022 –S. Woodhouse)**