



BRACKENSDALE JUNIOR SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY
REVIEWED JANUARY 2013

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

It is acknowledged that all children have their own educational needs and for most these can be addressed within the school setting. Under the terms of the Code of Practice, Special Educational Needs applies to pupils who are unable to realise their full potential without provision over and above that provided for all pupils.

Specifically the Act states: "If a child has a learning difficulty which calls for special educational provision they are said to have a special educational need. A child to have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or has a disability that prevents them from making use of educational facilities of a kind generally provided by schools within the Local Authority" (Education Act 1996 section 312)

Special educational provision means that for children of two or over, educational provision which is additional to or otherwise different from the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

Furthermore, since 2000, Brackensdale Junior ER School has been an enhanced provision for children with communication difficulties and/or autism spectrum disorder. These children's special needs are met through extra funding and the development of an inclusive curriculum and environment.

In the light of this, and the recommendations of the Code of Practice, together with our belief that all children should have an equal opportunity to learn and progress, the following procedures have been agreed to ensure appropriate SEN provision for those children identified as benefitting from such intervention.

This document is an outline of the agreed policy and procedure for all staff to follow. For further clarification of any issues raised refer to the relevant sections of the Code of Practice and SEN Toolbox which can be found in the SEN office.

HOW THE SCHOOL AIMS TO DELIVER EFFECTIVE SPECIAL EDUCATIONAL NEEDS PROVISION:

The Revised Code of Practice replaces the 1994 Code of Practice and has been effective since the 1st January 2002. The new code builds on good practice and has made some changes to take into account the SEN Provisions of the Special Educational Needs and Disability Act 2001. The delivery of SEN provision takes into account 'Every Child Matters' which emphasises that at the heart of education is the aim that children will grow up to lead a safe, happy, healthy and successful lives and address the governments vision for integrated children's services as outlined in 'Every Child Matters'. The key areas being:

Being healthy: enjoying good physical and mental health and living a healthy lifestyle

Staying safe: being protected from harm and neglect

Enjoying and Achieving: getting the most out of life and developing the skills for adulthood

Making a positive contribution: being involved in the community and society and not engaging in anti-social or offending behaviour

Economic well-being: not being prevented by economic disadvantage from achieving their full potential

We are continually developing our specialist expertise, we are not bound by one theoretical position on educating and enabling pupils with Autism, but we strive to draw upon good practice from a range of successful approaches including the TEACCH approach.

ROLES AND RESPONSIBILITIES:

Meeting the needs of Enhanced Resource (ER) and children with special educational needs (SEN) experiencing difficulties at school is the shared responsibility of Governors, staff, parents and children alike. In order to be effective in managing provision for the ER children and children with SEN, all mainstream schools should have a designated Governor and teacher to ensure continuity and development of policy and provision in order to raise the achievement of children and SEN. At Brackensdale Junior there is an Inclusion manager to fulfil this role due to the nature of the school.

The Governing body has statutory duties towards pupils with special educational needs. These include ensuring that necessary provision is provided and that funding; equipment and personnel resources are deployed effectively. It is also the responsibility of the Governors to evaluate provision and prepare an annual report to parents on the impact of the school's policy and on the progress of children with special needs within the school. The SEN Governor is .

The Inclusion Manager is responsible for ensuring continuity and effective delivery of SEN provision on a day-to-day basis. Their role is that of an overseer of good practice and communication between all parties involved with a child. The Inclusion Managers at Brackensdale Junior are Mrs Alison Lumley and Mrs Helen Wallace.

ROLE OF THE INCLUSION MANAGER:

- To efficiently manage the subject budget, prioritise, order and organise resources.
- Monitoring (this will include monitoring of planning, observations of teaching, monitoring children's progression, book scrutiny, developing of portfolio to include photographs and models where appropriate.)
- Supporting expertise.
- Reporting to and informing governors and parents.
- Working collaboratively with staff – supporting and coaching.
- To review, evaluate and develop and schemes of work (with staff consultation).
- Keep Head teacher informed of subject priorities in the short, medium and long term.
- To liaise with the Continuing Professional Development (CPD) manager to explore and pursue staff development opportunities.
- Work collaboratively with teachers to support all the children identified with SEN.
- Member of SMT.
- Line Manager to TAs.
- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.

- Working closely with all members of staff, offering support and advice and managing resources including extra teaching/support staff.
- To oversee that appropriate MEPs are in place and to ensure they are reviewed regularly, and records kept on all children with special educational needs are relevant and updated.
- Liaise closely with parents to ensure good communication and sharing of information. To also make them aware of the LA's Parent Partnership Service.
- Contribute to the in-service training of staff.
- Liaise with external agencies including the LA's Specialist Teaching and Educational Psychology service, health and social services and voluntary bodies (code of Practice 4:15-17, 5:30-36).

It states in the Code of Practice that the Inclusion Manager should contribute to the In-service training of staff. This may mean organising outside agencies to provide training for more specialist areas of special needs.

It is agreed that the responsibility for any initial identification of a child's special educational needs remains that of the class teacher. They are required to identify any child in their class whom they judge to have difficulties with progress and would benefit from extra support and their own multi-element plans. They are required to take relevant steps to instigate such provision. The class teacher is also responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

ROLE OF PHOENIX SUITE TEACHERS

It is our aim at Brackensdale to develop a curriculum using the 'Equals' schemes of work to meet the very specific and diverse needs of some of our children. This curriculum will support literacy, numeracy, science and some of the foundation subjects with a strong emphasis on PSHE/Life Skills to support greater independence.

The teachers in the Phoenix Suite will be responsible for its development and implementation with support and guidance by the inclusion team. It is our aim to provide these children with specific targeted support to enhance their academic, social and emotional learning.

Responsibilities regarding SEN for all teachers at Brackensdale Junior ER School:

- To work alongside the Inclusion Manager to support children with SEN in both Mainstream ER and ERU.
- To take responsibility for school action, School action plus and statemented, ER pupils as directed by the Inclusion Manager.
- Share SEN expertise with all staff members and to liaise with SMT.
- Support assessment and analysis of data relating to identified children with SEN.
- To prepare written reports as necessary on individual children.
- To work collaboratively and flexibly with staff – supporting and coaching.
- To support differentiation throughout all curriculum areas.
- Meetings with parents, external agencies, other professional where appropriate and necessary.

INFORMING AND INVOLVING THE PARENTS AND THE CHILD:

It is of utmost importance to inform and involve the parents and child from the outset of the initial concerns about particular child's progress. Contact with the parents should then be on a regular basis, however, due to time restraints, it is agreed that for most of these they do not need to be on a formal basis but correspondence by letter, a quick word at the beginning or end of the day or a telephone conversation would generally be appropriate. A copy of any letters sent to parents or records made of any conversation should be put into the child's folder, as all information is important.

We have two parents evenings a year that offer a more formal setting and these can be used to discuss further any issues or concerns. Obviously if an urgent issue arises outside of these times, they should be addressed speedily and contact made without delay. The whole process should be seen as a partnership and one of joint consultation aimed at ensuring the best provision possible for their child. Parents should be encouraged to help their child at home and to work alongside the parties concerned.

Similarly the child whenever possible should be included in the process as they can offer their own interpretation of their difficulties. This can help them feel more in control of their learning and in turn can be very positive experience to children who are often disillusioned and have low self esteem. Successes in meeting targets on MEPs should be celebrated and the hard work put in by the child acknowledged.

For further details refer to Code of Practice - Chapter two and three; SEN Toolkit - section two - Parent Partnership Services; and Section four - Enabling Pupil Participation.

PROCESS OF SEN PROVISION:

The Governing Body and Staff have agreed to adopt the recommendation of the Code of Practice. This involves a three-tier system, including **School Action**, **School Action Plus**, and **Statemented** provision. This is a graduated approach. School Action is school based where provision is made directly by and within the school. School Action Plus and Statemented provision is school based with outside agencies involvement, with formal assessments, advice and support.

SCHOOL BASED PROVISION:

School Action

As with Early years level, this is the initial concerns stage of the process. The class teacher is responsible for:

1. Discussing with parents any concerns they may have about their child. Introduce and explain the involvement of the Inclusion manager and her roles in overseeing their child's SEN provision. Ask for any extra information, health or physical problems. Make clear it is a partnership between all parties involved ensuring they understand the purpose of any intervention and that everyone has a part to play in helping their child.
2. Providing the Inclusion manager with as much information as possible about the concerns in order to produce a total picture of the child's needs. This should

- include if appropriate, assessments, tests results/MEPs from Early Years setting, as well as records of pupil's progress in Literacy and Numeracy and Health details.
3. The child's class teacher will plan and deliver a differentiated curriculum with individual targets and success criteria, which will identify progress. This will be included in the teacher's weekly planning.
 4. The nature of the intervention will be discussed with the Inclusion manager and where applicable include individual or small group support; the intervention should be additional to or different from the usual differentiated curriculum. The Inclusion manager will provide support with planning and assessment when required.
 5. If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the Inclusion manager. All information and assessments should be considered to inform the decision on the nature of the additional help and whether school action plus is required.

School Action Plus

School Action Plus is characterised by the involvement of external support services due to the child continuing to have difficulties and requiring further support and help. This may include advice on MEPs, more specialist assessment to suggest new strategies and possibly offer specialist support or activities.

The teacher responsible should:

1. Discuss concerns with parents and the Inclusion manager at review meeting. The Inclusion manager is responsible for collecting together all relevant information and contacting outside agencies.
2. After consultation with all concerned, decide on action to be taken and look at different ways of learning that supplement or replace strategies previously used in School Action. Agree on a new MEP incorporating all evidence, agreeing appropriate targets and teaching strategies.
3. Set a new review date involving all parties concerned, no longer than twelve weeks from the date of the meeting.

Statutory assessment and provision

If a child continues to have difficulties during their primary phase of school, the parents, school or outside agency can request the Local Authority to make a statutory assessment. Routes for referral for a statement can be from one of three ways:

- A request for assessment by the school.
- A request for assessment from a parent.
- A referral by another agency.

THE STATEMENTED CHILD

School request

If it is thought that the child who is presently on the School action Plus, still requires further help due to limited progress in an area of concern, then it may be necessary for the school, parents, child and external agencies to discuss whether a statutory multi-disciplinary assessment is required. If considered appropriate the LA should be requested to carry out such an assessment. The LA will seek evidence that relevant strategies have been in place for a suitable length of time, for records of curriculum levels and standardised test scores, if available. These will be required to help secure a statement and extra help for a particular child.

Parental request

Parents may ask that the LA conduct a statutory assessment under section 328 or 329 or the Education Act 1996.

Referral by another agency

Health services and social services departments may draw children to the LA's attention. This is most likely to be children under five not yet attending school but who may be in an early education setting.

The ER children enter Brackensdale Junior School with this provision already identified and in place. Assessment leading to a statement is multifaceted process and should take a maximum of 6 months to issue and then must be reviewed annually and when the child is transferring school. The final review in Year 6 should be conducted in the Autumn term.

If a statement is issued, targets will be set that address the areas of concern on which the extra provision will be based. Here the Inclusion manager, class teacher, parents, child and TA agree short term targets drawn from the medium term targets identified in the child's statement. The short term targets are planned in an MEP. Extra provision is totally dependent on the individual child's needs and is organised to best address these.

For more detail on the statementing process refer to Code of Practice chapter 7 and the SEN Toolkit section 7; Writing a statement of special educational needs and section 8; Guidelines for writing advice.

THE ANNUAL REVIEW MEETING:

This is a formal process to make sure that all parties involved with a child monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement. The annual review is in four parts:

- Collection and collation of information
- Annual review meeting
- Teacher's report of the annual review

- LA reviews the statement in light of the school's report of the review meeting and decides whether to amend the statement or cease to maintain it.

It is recommended that the review meeting is held at the school and be chaired by the Inclusion Manager. The following people should be invited to be present and to provide a written report for the review.

Must be invited:

- Parents
- Relevant teacher
- Representative of the funding LA

If possible:

- Child

Where appropriate:

- Representatives of the Health Service
- Representatives of Social Care
- Other closely involved professionals
- In the year of transfer – a representative from the receiving school

If invitees are not able to attend the review meeting they should be asked to provide written advice for consideration at the meeting.

The annual review meeting should address the following:

1. What are the parents' and pupils' views of the past year's progress and their aspirations for the future?
2. What is the school's view of the child's progress over the past year? What has been the child's progress towards meeting the overall objectives in his statement? What success has the child achieved in meeting the targets?
3. National curriculum or P levels including the most recent end of key stage assessment.
4. The pupil's current levels of attainment in literacy and numeracy.
5. Comment upon continuing difficulties, noting successful strategies.
6. Have there been significant changes in the child's circumstances that affect his/her development.
7. Are there any changes in the pupils' special educational needs?
8. Are there any changes to the requirement for equipment, aids and access?

Recommendations about further action should then be made in light of the discussions; reasons should be given as to why these have been made.

1. Does the statement remain appropriate?
2. Is any further action required and if so, by whom?
3. Are any amendments required to the statement or should the LA recommend to cease to maintain it?

After these recommendations have been addressed, new targets should be agreed for the upcoming year and the new MEP discussed.

The Inclusion Manager should prepare a report for the LA and copies should be sent to all concerned.

The LA will then take relevant action in reviewing the statement in light of the meeting's recommendations.

For further details of the annual review process refer to Code of Practice – chapter 9, SEN Toolbox – section 9: preparing for and conducting Annual reviews.

PUTTING THE POLICY INTO PRACTICE:

Identification

As stated before, it is the responsibility of the class teacher to make this initial identification, which may be a result of their own observations of the child, or as a result of concerns expressed by parents or outside agencies. Records of each child are kept and include name, date of initial concern, area of difficulty, and stage that the child is at in terms of their SEN provision. It is the responsibility of the inclusion manager to see that the records are kept up to date.

Initial Assessment

Once the child has been identified, the teacher/inclusion manager will gather information together from all relevant sources. An initial assessment of the child, which can take a variety of formats, depending on the age of the child and the type of difficulty identified. For key Stage 2 we have Neale's Reading and Comprehension, Salford reading test, Learn to Read assessment, BPVS, Pearson Dyslexia Screening, Junior Language Link, and QUEST to use as more formal assessments and guidance for language and number. These can be used alongside test scores and teacher assessments to aid understanding and give additional information about a child's needs.

Other special educational needs may require other forms of assessment and the school will endeavour to make relevant resources available.

Additionally, outside agencies may be required to assess a child, especially Speech, language and communication. Relevant action will be taken in light of the information gathered and the way forward agreed by staff, parents and wherever possible the child, ensuring progress is carefully monitored and recorded.

SEN RECORDS AND MONITORING:

Each child has their own records, which include MEPs, their reviews and parent's/child's own views. Depending on where in the process the child is, records may also include assessments, observational records, work samples and advice from outside agencies.

Time limits for reviewing a child's progress are set at all stages of the Code of Practice. This is seen as good practice as it ensures continuity of the provision of education, assessment and recording. Each child's progress will be formally reviewed, against the targets set in their MEP at least twice an academic year– more if necessary depending on their needs.

THE MULTI-ELEMENT PLAN:

Paragraphs 5:50 of the revised code of practice – The identification and Assessment of SEN describes a MEP as a planning, teaching and reviewing tool that should underpin the process of planning intervention for the individual pupil with SEN.

The MEP should include information about:

- The short term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the MEP is reviewed)

Plans should only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.

The targets should be chosen from the four areas of SEN and matched to the needs of the child:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or motor

Parents and the child should always be involved regarding the MEP, in agreeing new targets and the review process. The SEN stage of the child will determine which other professionals will be involved with this process. At School Action Plus and for pupils with Statements of SEN, MEPs should be developed with the input of outside specialists.

REVIEWING THE MEPs:

MEPs will be reviewed at least twice in an academic year. The nature of the review is flexible and does not necessarily need to be a formal meeting but the views of the parents and child should be sought and consulted as part of the review process. In reviewing MEPs teachers should consider:

- Progress made by the child
- The parent's views
- The pupil's views
- Effectiveness of the MEP
- Updated information and advice
- Any specific issues that impact on a child's progress
- Further action, including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice about the pupil and how to assess it.

As a result of the review the following action can be taken:

- A child may be rolled off as targets have been met and progress has been such that the differential is no longer of concern

- A child may continue on the same level with a revised MEP until the next assessment and review
- A child may move onto the next stage of the process since difficulties are still apparent and progress is slow.

The assessment procedure is an ongoing process, which requires close liaison between all parties involved dependent upon which stage a specific child has reached, At all stages the MEPs will automatically give a focus for assessment, as they have clear attainable targets set over a short period of time. Dependent on the outcome of the progress made is the future planning of provision and targets for the specific child. Therefore regular meetings between the inclusion manager and educational psychologist, plus any relevant professionals, are essential to discuss all children identified as having special educational needs.

RECORDING ACTION TAKEN:

We have agreed to use the Derby City recording system for all information relating to a child with special educational needs. The relevant form for each stage and review processes can be found in the appendix. These may be adapted to suit specific circumstances.

All these forms are kept in relevant files in the SEN office and will be updated when appropriate by the persons responsible for a particular child. Each child with SEN will have their own folder in the file with ALL the relevant information therein. Also on the file will be the list of names of children with SEN. This is to allow an overall picture of the provision at any given time. It is the inclusion manager's responsibility to inform teachers or non-teaching staff who come into contact, on a professional basis, a child who has SEN and they should make aware of the child's needs.

The information kept on file is confidential and will be required by the LA on referral for statutory assessment. Therefore, it is very important to keep all the information together and up to date.

SCHOOL TRANSFER:

If a pupil moves to a new school records have to be sent to the receiving school within 15 school days of the child no longer being registered at school. It is important for any child who has SENs that a complete picture of their requirements is available in their records when transferred. MEP assessments and background details should be included in this. If the child has a statement all relevant documentation must be transferred. Where possible transfer arrangements are made in advance to allow future planning and there is good communication with the relevant secondary school. Liaison with the school's SENCO is important to discuss any children who have specific needs.

INCLUSION:

School policy states that children with special needs, where possible, are fully included into their class groups. Special needs children are NOT withdrawn from the classroom for extra support unless beneficial to the child, but rather work alongside their peers with the help of their teacher and support staff.

The Teaching Assistant is used as a resource in the classroom. If appropriate a statemented child may work in a small group of children, working at similar levels in a specific area, supervised by the Teaching assistant. This encourages group work and inclusion and discourages the feeling of separation.

The school's policy for SEN children is to have access to all areas of the curriculum. No child is excluded from any subject, visit or school function without an extremely good reason e.g. safety. It is every child's right to succeed, make progress and have an enjoyable learning experience. Therefore when appropriate, the work in all curriculum areas is differentiated. The teacher strives to allow access to learning in a style that is appropriate to the child. In some cases no differentiation is necessary, but for example, if language is a problem, other ways of expressing the child's views can be used for example tape recording, use of ICT, pictures, signs and symbols.

Teaching time is a valuable asset. Therefore it is deemed appropriate at set times, to have groups of identified children to work with the inclusion manager or teaching assistant who is free from class responsibilities. These intervention groups are timetabled and may include various government initiatives and other targeted areas. The areas of the curriculum missed because of any intervention is monitored and swapped over each half term, however, it is agreed the benefits of the intervention group outweigh the disadvantages.

Inclusion of children with special needs from other schools in the area has taken place in the past and we actively encourage this when it is appropriate to all children concerned.

For some children with Autism spectrum disorder they will access the alternative curriculum in a specialist environment – the Phoenix Suite. For guidelines regarding adaptations and teaching styles refer to individual curriculum policies.

CURRENT SEN PROVISION:

At present Brackensdale Junior ER school can provide SEN provision for learning and behavioural difficulties plus disabled access throughout the school. In addition to this the school is an enhanced resource provision for speech, language, communication difficulties and autism spectrum disorder, providing 8 places for each year group (32 total places in mainstream). In addition we have a further 14 places for children with a diagnosis of autism spectrum disorder on their statement in our Phoenix Suite provision.

AIM OF THE PHOENIX SUITE:

Children should have the opportunity to access all the facilities and provision available within the mainstream school and the Phoenix Suite. A child-centred approach will ensure each pupil has inclusive opportunities relevant to their specific needs. This is achieved through the use of:

- An alternative curriculum (using the EQUALS schemes of work) including life skill programmes, augmented communication systems and the opportunities to develop social communication and interaction skills, leading to greater independence.
- Access to an environment and teaching approach using TEACCH
- Access to resources to provide sensory integration therapy

- High level of teaching support with an adult : child ratio of 1:2

ADMISSIONS:

Every applicant for admission to the school is assessed in line with our Admissions procedures. There is no discrimination made against a child with mainstream special educational needs or any other criteria such as race or gender. Pupils with special educational needs are considered, as all other applicants are, against set criteria in our Admissions policy, where necessary needs will be considered against the criteria for our mainstream enhanced resource provision and criteria for our Phoenix Suite provision.

FUNDING OF SEN AND STAFF DEVELOPMENT:

The staff 'Continuing Professional Development (CPD)' fund is used partly for SEN in-service training of staff including teaching assistants. The outcomes of these courses are shared with all staff at TA meetings.

Funding is used to provide an Inclusion manager to support staff throughout the school, through managing effective SEN provision, including conducting assessments and monitoring progress of SEN children.

Any SEN resources required are purchased as and when funding is available.

COMPLAINTS PROCEDURE:

The school governors and staff have important roles in developing positive working relationships with parents of all children in the school. Therefore if this can be achieved it should enable most concerns or complaints to be dealt with quickly and resolved in an informal yet positive way. However, if the parents still have concerns they need to express these to the head teacher or special needs governor who will deal with the issues raised in a fair and professional manner.

If the parents are still unsatisfied they need to be made aware of the LA's Disagreement Resolution Services that they can contact to ask advice about their child and current special educational needs provision. The LA has a legal obligation to make arrangements that include the appointment of independent persons, with the view to avoiding or resolving disagreements between parents and school or the LA.

For further details refer to Code of Practice – Chapter two – Working in Partnership with parents 2:22 – 2:30; SEN Toolbox – section three – resolution of Disagreements.

SPECIAL NEEDS POLICY STATEMENT:

The 1998 Education Reform Act stresses the entitlement of ALL children to have access to a broad and balanced curriculum which meets their own individual needs.

Under the terms of the Act it is the responsibility of the Governors and staff of Brackensdale Junior ER School to ensure that every child within the school has this entitlement.

To ensure the delivery of this entitlement for children with SEN this policy has been agreed by the Governing Body and staff of the school in accordance with the SEN Code of Practice. It aims to provide effective education for those pupils identified as having Special Educational Needs by outlining a procedure that will ensure continual provision, assessment and recording of their needs in a systematic way, to allow the children to work at their full potential.

OUTSIDE AGENCIES:

External agencies play an important role in providing support, advice and practical help to the school, increasing the quality and level of SEN provision that can be made. External services are usually requested at school action plus stage, however it is not limited to this. Assistance in early identification of needs and advice on specific problems is used as a preventative measure to enable teachers to tackle a problem in the early stage of development. The following names and addresses are the agencies that we at present deal with:

LA Support Services

Health Services

Other service providers

It is the responsibility of the Head teacher and Inclusion manager to be aware of the LA's policy for the provision of support and how to liaise with our agencies. Any involvement of external services should include both parents and the child in the process. Most services have a particular person who the school works in partnership with. It is very important to record all communication and outcomes of meetings in order to guarantee continuity or provision and clarification of action required by all people involved. For clarity of responsibilities each of these services should refer to the Code of Practice: chapter 10 – working in partnership with other agencies, and SEN Toolkit section 11 – the role of Social Services, section 12 – the role of health professionals.

EVALUATION:

The governors and staff alike consider and evaluate the procedures within school. This is done in three stages:

1. How the code of practice is being implemented and used effectively to ensure all SEN children are identified, assessed and being monitored within school.
2. The monitoring and review of each child with SEN and assessment of the progress they are making. It must be remembered this may be achieved in very small but nevertheless is success criteria for a particular child.
3. The evaluation of the whole school process. This is how the governors and staff think that SEN provision is met within the school.

This evaluation will be done at the end of each school year and used as the basis for the governors to report to the parents on Special Educational Needs.

The governors and staff of Brackensdale Junior ER School have agreed this policy Statement and Code of Practice. A copy of the School's Special Needs Policy, the Code

of Practice and the SEN Toolbox is available in the SEN office for anyone who may wish to refer to them.

This policy was reviewed: January 2013