



Special Educational Needs and Disability Policy

DATE RATIFIED BY FULL GOVERNING BODY:

MEMBER of STAFF with RESPONSIBILITY:

Reviewed:

REVIEW DATE:

SEND Coordinator/GB Pupil Support Committee

Nov 2020

Nov 2022

Signed:

E J Ambrose

Chair of Governors

SEND Policy

Principles and Objectives

The staff at Bardsey Primary School are committed to the inclusion of all pupils and to maximising every child's potential through a well structured, broad and balanced curriculum. We recognise that there may be several children who have Special Educational Needs or a Disability at some point in their time at school. We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every pupil

1. Definition of SEND (Special Educational Needs and Disabled)

The SEND Code of Practice 2014 defines SEND as follows:

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

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

‘Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

2. Objectives of the policy

This policy follows the SEND Code of Practice (2014).

All pupils at Bardsey Primary School are entitled to access to a broad, balanced and relevant curriculum whatever their individual needs.

All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of SEND pupils as an integral part of raising standards.

All SEND pupils are fully included in the educational and social life of the school.
Parents are involved as partners.

All SEND pupils are actively involved in their own learning.

The school will work in partnership with outside agencies/schools.

3. Responsibility for co-ordination of SEND provision

The Governing Body, in co-operation with the Headteacher, is responsible for the school's general policy and approach to provision for pupils with SEND.

The Headteacher has responsibility for the day-to-day management of all aspects of SEND provision.
The Headteacher will ensure that

The SEND Team has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

Currently the SENDCo is Miss Chloe Roylance who is supported by our Learning Mentor SEND Mrs Gill Paraskos

4. The Role of the Team - SENDCo/Learning Mentor

The Co-ordinator is responsible for the day-to-day co-ordination of staffing and resources for children with specific needs. This role includes:

- Liaison with teachers
- Liaison with parents
- Consider the views of all SEND pupils regarding their SEND provision.
- Providing consultation and advice on the setting of Individual Education Plans (IEPs) Individual Behaviour Plans (IBPs) and Group Education Plans (GEPs)
- Reviewing progress at all stages
- The initiation, administration and co-ordination of EHC (Education Health Care Plans) procedures.
- Liaison with parents and outside agencies.
- Co-ordinating and purchasing SEND resources.
- Maintaining the SEND register
- Overseeing records
- Staff training

- Consulting and informing the Governing Body
- Liaison with the SEND Governor

5. The role of the teacher

Class teachers are responsible for the progress of the pupils in their class and therefore must carry out regular assessments of all pupils to identify which children are making less than expected progress in relation to their age and individual circumstances.

The Code defines this progress as:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment
- Meet with parent/carers each term. These may be included in the normal cycle of parent-teacher meetings, but more time may need to be allocated to them to explore the parent/carer's views and also the pupil's views, and to plan effectively
- Prepare an annual written report to parents on their child's progress
- Consider the views of all SEND pupils regarding their SEND provision

6. The role of the parents and carers

- Liaise with the school and listen to the school's concerns about your child's progress
- Ensure they receive copies of any written records kept by the school
- Consult with the school on any adjustments, interventions and support that needs to be put in place
- Meet with school each term. These may be included in the normal cycle of parent-teacher meetings, but more time may need to be allocated to them to explore the parent/carer's views and also the pupil's views, and to plan effectively
- Consider the views of all SEND pupils regarding their SEND provision

7. Arrangements for co-ordinating SEND provision

The SEND Team will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on individual education/ behaviour/support plans (e.g., IEPs, IBPs, PEPs, PSPs, etc)
- Oversee the records of all pupils with SEND
- Co-ordinate the monitoring of pupil achievement and proactively uses this information to inform planning.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement
- Liaise regularly with parents and carers of pupils with SEND
- Liaise with external agencies in matters relating to pupils with SEND
- Liaise with the SEND governor
- Take responsibility for the management of the SEND team of teachers and teaching assistants

8. Admission arrangements

The arrangements for admissions are within the usual admission guidelines set by the LEA and there is no discrimination on the grounds of learning difficulty or physical disability providing that the overall environment is adequate and appropriate to meet the child's specific needs. Children with Education Health Care Plans (formally Statements of Educational Needs) naming Bardsey as their chosen school have first priority for a place here. Consultation with the school about the appropriateness of the placement is part of the Care Plan procedure.

9. Specialist SEND provision

At present the school has a nurture/intervention room currently utilised by the Learning Mentor, an Intervention room in lower school and a hygiene suite in the upper school building.

10. Allocation of resources for pupils with SEND

The school is resourced for a wide ability range. It is the policy of this school that all funding derived from EHCP's/Statements and Funding for Inclusion (FFI) is dedicated to the acquisition of appropriate support staff who have responsibility for those children, in order to ensure that the provision necessary is implemented. In addition to EHCP and FFI funding, part of the school budget share is used to facilitate this commitment to providing support staff. There is a cost centre for SEND within the School Budget, which allows for material resources, teaching resources and assessment materials to be supplemented, expanded or replaced where necessary.

The SEND Office is located within the Learning Mentor's room in Upper School and SEND resources are stored there.

11. Identification and review of pupils needs.

The school takes the education of children with SEND seriously. This involves the early identification through detailed assessment work and monitoring to clarify where a child's problems may lie and what can be done to help maximise that child's potential.

There are several screening procedures in place which help the identification of children's needs.

Foundation Stage: Every child is 'baseline' assessed in their first half term at school. This is coupled with other ongoing assessments building towards their EYFS profiles. The school also takes into account information from children's pre-school provision, parents and other external agencies.

Key Stage One: All children are regularly assessed to monitor the development of their phonic skills and are then placed in appropriate groups. The progress of children is monitored through the rigorous use of the school's tracking system for Literacy and Maths and in Foundation Subjects, through tasks devised by the class teacher. Writing is levelled termly and moderated across the school.

Key Stage Two: The progress of children in Literacy and Mathematics is rigorously monitored through the rigorous use of the school's tracking system for Literacy and Maths. Reading is monitored through regular Guided Reading sessions. Foundation subjects are assessed through tasks devised by the class teacher. Children's writing is levelled each term and moderated across the school.

12. Organisation

The SEND Team co-ordinates the identification, assessment and monitoring of pupils with SEND, enhanced by effective use of ICT systems.

There is clear, well communicated criteria for placing pupils on School Action or School Action + and removing them from this graduated response.

Pupils who are identified as having SEND and are receiving support that is 'additional to or otherwise different from the educational provision made generally for children of their age' is recorded on the school SEND SIMS Register.

IEPs, IBPs, PEPs, PSPs, etc. will be used to plan programmes and monitor and review progress for those on the SEND Register in line with the guidance in the SEND COP, 2001.

There is administrative time set aside for the SEND Team to effectively co-ordinate the tracking, recording and communication of high quality SEND pupil information. This is evaluated and used to inform SEND policy and practice across the school.

Staff are kept informed and updated about all SEND issues and pupils on the SEND/Inclusion Register by meetings with the SEND Team, emails and regular on-going dialogue.

All teachers keep IEPs in their class cohort files, clearly assessable to all staff, alongside an SEND register for their class and a list of medical needs.

The SEND Team maintains the SEND files, which collate information, monitoring and review forms for all children on the SEND Register. These are kept centrally in the SEND Office in Upper School. The SEND Team also keeps master copies of all reports from outside agencies, any kept in classrooms need to have been retracted of the child's DOB and their families addresses.

13. Access to curriculum

We are committed to the principles within the National Inclusion Statement in that we always strive to:

- Set suitable learning challenges
- Respond to pupils' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment

The curriculum for pupils with SEND can be flexible and is differentiated according to need.

Teachers, TAs, LMs, etc. work together to maximise effective access.

14. Inclusion of pupils with SEND

It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

In line with the Disability Discrimination Act 1995 (as amended by the SEND and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we endeavour to:

- Not treat current and prospective disabled pupils less favourably
- Make reasonable adjustments as appropriate

Social integration is ensured for all children with a special need. Curricular integration will be achieved through careful planning and differentiation, and the planned and appropriate use of any available support staff and resources. Children with IEPs will be mainly supported in class but will also sometimes be withdrawn where necessary in order to carry out a specific aspect of their programme or participate in an intervention group.

15. Evaluating the success of provision for pupils with SEND.

The Governing Body, in partnership with the SEND Team will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for pupils with SEND
- Analyse attendance and exclusion data for pupils with SEND
- Monitor progress against SEND priorities in the School Improvement Plan

16. Complaints Procedures

The school has well established procedures for dealing with parental complaints as detailed in our Complaints and Concerns Policy.

17. In- service training

We regularly self-evaluate our inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Improvement Plan.

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of pupils.

In-house or outside agency training is arranged as prioritised in the School Development Plan.

The SEND Team attends regular EPOS Cluster Meetings.

18. Links to support services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships are developed with the Local Education Authority and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively. These services include:

- Special Educational Needs Support Team (SENSAP & SENIT)
- Educational Psychology Service
- Speech and Language Therapy Service
- Health Service (Including the School Nurse)
- Social Services
- Deaf and Hearing-Impaired Service
- Visually Impaired Service
- Physiotherapy Service
- Pupil Referral Service
- West Oaks Specialist Provision
- Play Therapy Service
- Educational Welfare Service
- Wetherby Children' Centre

We work collaboratively with other agencies and organisations in the city to put the pupil and their parents at the centre of our work.

19. Working in partnership with parents

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. At every stage the school seeks to be supportive of parents and inform them of developments

We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g., SENDIASS).

Parents of children on the SEND register have the opportunity to discuss any concerns they have during Parent Teacher Consultation meetings. They can also have additional meetings with both the class teacher and/or the SENDCo and often a member of the SEND Team will communicate with parents either by letter or phone call to update them on meetings with external agencies or amendments to plans of work. Parents of children with EHCP's or FFI funding will be asked to attend or contribute to an Annual Review Meeting once a year. Children will also be asked to contribute their opinions to these meetings.

20. Links with other schools

We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools.

We particularly endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school.

Addendum

Graduated Approach to SEN Support

Step 1:

Quality First Teaching

All children throughout school will always have access to high quality teaching from a qualified teacher. All teachers are responsible for the teaching of all pupils in their class including those identified as possibly having or having special educational needs. All pupils will have access to a differentiated curriculum that is personalised to their needs. Children will also have access to a range of small group interventions as part of their quality first teaching. Class teachers are responsible for and accountable for the progress of children in their class including those who may be accessing support from teaching assistants and other support workers in school. High quality teaching is always the first step in responding to pupils who may have SEN.

Ensuring Quality First Teaching

At Bardsey the quality of teaching is monitored regularly by the head teacher, the senior leadership team and the school governors. The quality of teaching is monitored through lesson observations, learning walks, book and planning scrutiny's, and termly pupil progress meetings. When areas for development are identified staff will be supported to address these and training is provided when necessary. All staff will receive training when appropriate, including training on managing SEN.

Step 2:

Identifying needs and use of IEP's Individual Education Plans

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- * Baseline assessment results
- * Teacher assessment at the end of each term
- * National Curriculum descriptors for the end of a key stage
- * Progress measured against the P level descriptors.
- * Standardised screening and assessment tools including Salford Reading Tests
- * Observations of behavioural, emotional and social development
- * An existing My Support Plan / Education and Health Care Plan
- * Assessments by a specialist service, such as educational psychology, identifying additional needs

After information has been gathered the class teacher will discuss concerns with the SEN Team and the parents of the child. At this point the child will be placed on the SEND and additional needs register and will be recorded as SEN Support. An IEP or an IBP (individual behavior plan) will be used to plan and monitor the child's progress. A plan will include individual targets, the strategies that are used and the provision that will take place as well as noting the child's strengths and any additional information that may be important e.g., involvement from outside agencies. The child will also have an individual provision map which will illustrate the additional provision the child is accessing. Parents will be involved in setting and evaluating the targets and the provision. It is the child's class teacher's responsibility to write IEP/IBP's and consult with the SEN Team, the child and the child's parents.

Once a child has been identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning.

When providing support that is 'additional to' or 'different from' we engage a four-stage process: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents and carers, the child, the class teacher and assessments (including standardised tests).

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded and will form the basis for termly review meetings which parents and the child will be invited to contribute too. Details of interventions to take place and adjustments to be made will be recorded on the child's individual provision map and both the individual provision map and the IEP will be placed into the child's personal support book which will be accessible for the child, SENCo, outside agencies, staff working with the child and parents to view.

Do – providing the support, giving extra assistance for learning or learning aids as set out in the plan.

Review – measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, their parents or carers, teacher and SEN Team contribute to this review. This stage then informs the next cycle, if necessary. **This review will take place at least once every term and parents will be included in the review of the progress their child is making.**

Step 3

Interventions Group and Individual Support

Where appropriate, pupils will access intervention groups to support their learning. These are specific programmes of study which focus on one particular area of need. Pupils will be assessed at the start of the programme and again at the end. Interventions provide information which allows us to measure the progress that children have made whilst undertaking the programme. Teachers will complete the intervention monitoring form (Appendices 1) allowing us to evidence and monitor its effectiveness.

As well as using specific interventions to support our children, our provision maps show that teachers use a range of strategies to support our SEND pupils and ensure that they make progress e.g. additional reading opportunities, additional comprehension work and extra maths work, to name but a few.

Pupil progress meetings are also held with members of the Senior Leadership Team to discuss the progress of all children. Parents' evenings are held in the Autumn Term and Spring Term and an annual report is sent home in the Summer Term to parents of all children.

Consultation with Outside Agencies or a Referral to Outside Agencies

If despite additional support and access to small group interventions a child is deemed as not making enough progress then the next stage is for the child to be discussed at a consultation meeting with an outside agency. This might be the Complex Needs Team, the Educational Psychology Service (EPS) or another. Parents will be kept informed about any strategies that are recommended and consultation meetings will take place once every term.

Request for Statutory Assessment (Education, Health and Care Plan – EHCP)

If during a review the child's progress is still a concern and that school need more funding to meet the child's needs then the SENCo will make a request for Statutory Assessment to be made, any supporting documents will be submitted to the local authority who will make the decision as to whether to issue the child an Education, Health and Care Plan (EHCP plan). Once a child has been issued with an EHCP plan the process will continue and in addition there will be an annual review of the plan which the Local Authority will attend. Parents will be involved at all stages of this process.

Exiting the SEND and Additional Needs register.

Children's needs vary at different stages of their education. If at some point it is felt that the child has made enough progress and no longer needs additional support, then the decision can be made to remove the child from the SEND register. Parents will be fully involved in this decision.

Supporting Pupils and Families

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.

We make parents aware of any support groups that we are made aware of.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home,

these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP/IBP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parents/carers consultation days provide regular opportunities to discuss your child's progress however, we are always willing to open communication routes other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Summary

It is the school's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of children with SEND through raising achievement and enabling participation in the full life of the school.

This policy was reviewed in November 2020 and will next be reviewed in March 2022.

Key Contacts and Support Groups:

SENCO (Special Educational Needs Coordinator) – Miss C Roylance. Meetings can be made by telephoning the school office or by emailing directly. (office@bardseyprimary.org.uk)

Learning Mentor SEND - Meetings can be made by telephoning the school office or by emailing directly.

Headteacher – Mr M Knight. Meetings can be made by telephoning the school office or by emailing directly

Bardsey Primary School Special Educational Needs and Disability Policy