

Boothferry Primary School

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Enquiry – Resilience – Adaptability – Thoughtfulness – Respect – Cooperation – Communication – Morality

Special Educational Needs and Disability (SEND) Policy

Agreed by governors: to be ratified by Governors 12/10/18

Review date: 12/10/2019

This policy is in line with the final draft of the 'Special educational needs and disability code of practice: 0 to 25 years' (May 2015)

This policy was written in consultation with the Head teacher, Senior Leadership Team, teachers and parents of pupils with SEND.

Introduction

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 SEND CoP)

In this policy we detail how we aim to make provision for all such children at Boothferry Primary School.

This policy

Aims to:

- define 'vulnerable' groups and individuals
- describe the identification process
- describe how learners will be supported and challenged
- describe how progress towards removing barriers will be monitored
- clarify roles and responsibilities

Objectives

In order to achieve our aims and ensure that children with SEND achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2015)
- Ensure pupil participation and involvement in their learning with increasing responsibility for their learning and behaviour as they move through school
- Ensure parents/carers are fully involved in children's learning and development
- Ensure we offer a broad, balanced and differentiated curriculum that is engaging and accessible to pupils with SEND and promotes high standards of attainment and achievement
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible; that the outcomes of SEND are determined and that their progress towards these outcomes is closely monitored
- Ensure that all teachers take responsibility for planning and meeting the learning needs of SEND pupils
- Ensure that all children experience a successful transition between classes, key stages and schools
- Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils
- To offer guidance and support for all staff, governors and parents/carers

Vulnerable Groups:

identified by the nature of their real or perceived barriers to learning or participation which include:

- Communication and Interaction: including children with Speech, Language and Communication Needs (SLCN) and ASD, including Asperger's Syndrome and Autism.
- Cognition and learning: including specific learning difficulties and syndromes or speech and language impairments
- Sensory and/or physical needs: which may or may not impact on learning and attendance
- Social, emotional and mental health difficulties
- English as an additional or second language: although this on its own may not constitute a barrier
- Poor attendance

The SEND Process

The SEND CoP makes it clear that all teachers are teachers of pupils with Special Educational Needs and Disabilities. All teachers are responsible for identifying pupils with SEND. We accept the principle that children's needs should be identified and met as early as possible.

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

The school uses the following graduated approach to respond to children's special educational needs:

1. Expression of Concern

Where a pupils' attainment or progress is cause for concern, teachers will share their concern with the child's parents and the SENDCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

2. Placing children on the school's SEND Provision Map

Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required specific learning programmes (in addition to differentiated teaching in class) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.

3. Personal Support Plans

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;

- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

Pupils will probably need a more individual intervention programme and these will be recorded on a Personal Support Plan.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Personal Support Plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists may be required for this. The SENDCo will liaise with the educational psychologist making sure that appropriate advice and support is given to both parents and colleagues.

The SENDCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Personal Support Plan continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to the County Council detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

Personal Budgets:

The Children and Families Act 2014 gives parents and young people the right to request that the local authority prepare a personal budget.

'A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an Education, Health and Care (EHC) plan where the parent or young person is involved in securing that provision'

Parents and young people will be able to request a personal budget when the local authority has completed a statutory EHC assessment and confirmed that it will prepare an EHC plan. They may also request a personal budget during a statutory review of an existing EHC plan.

Roles and Responsibilities

responsibility for coordination of Inclusion and SEND provision at Boothferry Primary School is as follows:

Head teacher:

- Takes overall responsibility for implementing the SEND reforms
- Ensures that the SENDCo is able to influence strategic decisions about SEND.
- Ensures the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Puts in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
- Ensures a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND Support and any newly identified pupils with SEND.
- Develop relationships with other education providers and explores how we will best support pupils with SEND with their transition arrangements.

SENDCo:

Our SENDCo is Mrs Rebecca Emmerson. Mrs Emmerson has been teaching for 7 years and completed the PgCert Special Educational Needs Coordination in 2017.

The role of the SENDCo is a strategic one working with the Senior leadership team to review and refresh the SEND policy and then with the class teacher to review practice and ensure every child with SEND gets the personalised support that they need.

The role involves:

- overseeing day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- liaising with designated teacher where a Looked after Child has SEND;
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND;
- links with other education settings and outside agencies
- liaising with potential next providers of education;
- working with head and governors on Equality Act; and
- ensuring that SEND records are up to date.

Teachers:

Teachers are at the heart of our SEND Support system, driving the movement around the four stages of action described by the graduated response: assess, plan, do, and review. Acting on and seeking support and guidance from the Inclusion Leader and specialist staff.



The classroom teacher:

- Focuses on outcomes for the child: is clear about the outcome wanted from any SEND support.
- Is responsible for meeting special educational needs of all children in their class.
- Has, high aspirations for every pupil: setting clear progress targets for pupils and being clear about how the full range of resources are going to help reach them.
- Involves parents and pupils in planning and reviewing progress: seeking their views and providing regular updates on progress.

Teaching Assistants:

TAs are part of the whole school approach to SEND working in partnership with the class teachers and the SENDCo to ensure pupil progress and narrow gaps in performance.

- At Boothferry Primary School we regularly review and decide how to deploy teaching assistants depending on their level of experience. Ensuring we offer the most effective support, focused on the achievement of specific outcomes within the graduated approach to SEND support and agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Parents or those with parental responsibility:

- Core to our policy for children and young people with SEND is our belief that parents should participate in decision making.
- Parents have access to the school's SEND information report (on the school website).
- Parents and carers work in partnership to plan what services their children need.

Governors:

- Must have regard to the SEND Code of Practice and oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND.
- Must ensure that there is a qualified teacher designated as SENDCO/Inclusion Leader.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.