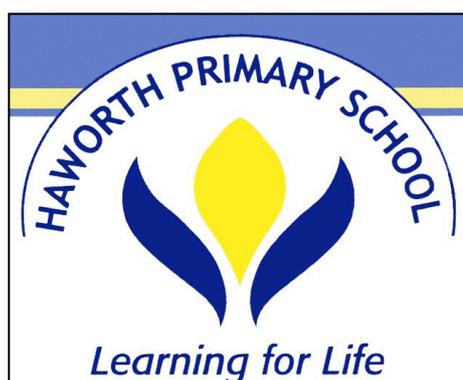


# Haworth Primary School



## Special Educational Needs and Disability (SEND) Policy

Issue No	Author/Owner	Date Written	Approved by Gobs on	Comments
Issue 1	Helen Thompson	Sept 2013	26/9/13	
Issue 2	Helen Thompson	Jan 2015		
Issue 3	Caron Stone	April 2017		



## **HAWORTH PRIMARY SCHOOL**

### **Special Educational Needs and Disability (SEND) Policy**

This policy outlines the framework for Haworth Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

The following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

### **Safeguarding Statement:**

Haworth Primary School is committed to safeguarding and promoting the welfare of all our pupils, staff and visitors. Our Safeguarding Policies and procedures seek to support the child's development in ways that will establish security, confidence and independence in protecting themselves and provides clear guidelines and expectations for all pupils, staffs, visitors and parents to help achieve these goals. It should be regarded as central to the well-being of the child and therefore is an intrinsic part of school life and the curriculum. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Haworth Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. We believe that if this commitment is to be put into practice then the safeguarding policies and procedures the school has drawn up must be adhered to, communicated and fully understood and applied by everybody associated with the school.

### **Legal framework:**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.

- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

## **Definitions:**

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them 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.

## **Rationale:**

Haworth Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for our educational aims for children with Special Educational Needs and/or Disabilities (SEND), as we do for all children in school.

The school believes in the development of self-respect and enthusiasm for learning in all children, helping them to grow in confidence, at their own rate of learning. It is the policy of Haworth Primary School to actively encourage the involvement of staff, children and parents in the education of children with Special Educational Needs and/or disabilities (SEND). We believe in the importance of the promotion of their physical, social, emotional, spiritual and academic development and encourage families and school to work in partnership.

The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEND coordinators (SENCO), support staff and other services.

## **Aims:**

Through the implementation of this policy, Haworth Primary School aims:

- For the fullest possible inclusion of pupils with special educational needs and/or disabilities in the whole life of the school.
- To provide early identification of pupils who have special educational needs.
- To work in close partnership with parents and other identified adults, to remove barriers to achievement and provide the best possible education for the child.
- To ensure that pupils are given appropriate support in order to achieve and access the curriculum.
- To ensure that pupil's educational needs are addressed, while recognising their entitlement to be part of the school in terms of its curricular and social activities.
- To maintain and develop the expertise and experience of all members of staff in understanding and providing for pupils with learning difficulties and/or disabilities.
- To use agreed processes for identifying needs and targeting resources, including support staff, according to identified need.
- To meet the school's legal obligations, working within the guidance provided in the SEND Code of Practice, 2014 and all Safeguarding Guidance..

## **Objectives:**

At Haworth Primary we know precisely where children and young people with SEND are in their learning and development through regular monitoring:

We ensure that:

- every child has access to a broad and balanced curriculum, including the National Curriculum;
- decisions are informed by the insights of parents and those of the children and young people themselves;
- children have high ambitions and we set stretching, aspirational targets for them;
- staff track their progress towards these targets every half term;
- Any additional or different provision that is made for them is kept under review;
- all staff promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND Policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parents are aware of the school's SEND and Inclusion Policy.

In addition the school has a designated special provision (DSP) for children with autism which can accommodate up to 12 children. This provision is funded by the LA and can provide for children outside the local catchment area.

## **Partnership with Parents:**

At Haworth Primary School partnership with parents is fundamental. We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.

Parents will be fully informed at all stages of the SEND procedure. Parents of pupils with special educational needs and/or disabilities may require extra advice, information and support and all staff are committed to providing this. Informal contacts are frequent and formal appointments can easily be made at all levels. Parents will be advised about the availability of extra support from specialist support groups e.g. Parent Partnership.

Parents will automatically be contacted, by the SENDCo, or class teacher, and consulted when:

- A pupils name is added to or removed from the SEND list.
- There is a change in provision for a pupil.
- It is proposed to refer a pupil to external support agencies. Parental permission is always sought before any referral is made.
- A review is held.

School staff welcome the opportunity to support parents in working with other educational and non-educational professionals to identify, assess and provide for the needs of their child. We encourage parents to discuss any concerns that they may have about their child's needs.

This is usually with the class teacher or the SENCO. We also have an SEND page on the school website, where further information can be found.

## **What are Special Educational Needs (SEN)?**

Haworth Primary School adopts the definition of Special Educational Needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014). Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

## **Special Educational Provisions [SEND Code of Practice (DfE, July 2014)] means:**

- Educational or training provision that is additional to, or different from, that made generally for other children of the same age. for children aged two or more

Within school, pupils with SEN are identified on the school SEND list as needing SEN support, so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the list at a future point when their needs no longer require Special Educational Provision.

## **What is a disability?**

Haworth Primary School adopts the definition of disability as stated in the Equality Act 2010. This defines disability as 'a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal, day to day activities'. This definition includes sensory impairments; such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with a disability do not necessarily have a Special Educational Need although there is a significant overlap. Where a child or young person requires Special Education Provision, they will be covered by the SEN definition.

## **Arrangements for Co-ordinating Special Educational Needs Provision:**

Haworth Primary School is a mainstream primary school with experience of supporting pupils with a range of differing needs. The school also has a twelve place Designated Specialist Provision for children with Social Communication and Interaction needs (Including Autism) and staff have a high level of expertise in this area.

The four areas of Special Educational Needs include:

### **1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

EAL Learners may also fall within this category. At Haworth we have a DSP provision for children with Autism and children in are allocated places to this provision through the Local Authority SEND team.

## 2. **Cognition and Learning**

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

## 3. **Social, Mental and Emotional Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, showing signs of attachment disorder, displaying challenging, disruptive or disturbing behaviours, anxiety and/or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

## 4. **Sensory and or Physical**

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas give an overview of the range of needs. Individual children often have needs that cut across all these areas and their needs may change over time.

All the teachers at Haworth Primary are teachers of children with Special Educational Needs. As such, Haworth Primary School adopts a 'whole school approach' to Special Educational Needs, which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

## **Admissions:**

Haworth Primary School's Admissions Policy, as set out in the School Prospectus, applies to all pupils. Within national and local requirements and guidelines the school aims to meet the needs of all eligible pupils. We welcome those parents seeking integration into mainstream schooling for their child with special needs, in accordance with the Local Authority admissions policy. No eligible child will be denied a place because of special educational needs and/or disabilities.

Parents or carers seeking the admission of a pupil in receipt of an EHC Plan/Statement of Special Educational Needs must do so through the Bradford Local Authority SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission. In addition we are liaising with the Local Authority to develop specialist provision for children on the Autistic Spectrum. Places within DSP will be allocated by the Bradford Local Authority SEN team only.

We ensure our admissions meet all of the duties under the Schools Admissions Code of Practice by:

- Fully considering admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an Education Health Care plan (EHCP).
- Considering applications from parents of children who have SEND but do not have an EHCP.
- Not refusing admission for a child who has SEND but does not have an EHCP because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHCP.

## **Roles and Responsibilities:**

**The Governing Body** has a responsibility to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHCP.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (SENDCo) as having responsibility for co-ordinating provision for pupils with SEND.
- Designate a governor with specific responsibility for SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.

**The Headteacher** has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHCP reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

**The SEND Coordinator (SENDCo)** must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment unless a SENDCo prior to 2009.

- Collaborate with the Governing Body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHCPs.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with EYFS providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and health support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents that SEND provision is being made, where the child does not have an EHCP.
- Supporting the child's class teacher to write individual personalised Learning Plans, also sometimes called Individual Education Plans (IEP) or ILP's that specify the targets set for the child to achieve.
- Organising training for staff, so they are aware and confident about how to meet the needs of the child and others within our school.
- Convening appropriate Statement / EHCP reviews.
- Attending appropriate reviews, case conferences as necessary.
- Observing for the purposes of assessment where appropriate and possible.
- Monitoring the effectiveness and implementation of SEND provision.
- Liaising with the Head Teacher on SEND issues.
- Keeping Governors informed of SEND issues through the SEND Governor and Head Teacher.

**Class / subject teachers must:**

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- To ensure all his/her pupils have full access to the curriculum with differentiated and modified teaching and learning approaches as appropriate to the needs of the pupils..

- To identify pupils who may have special educational needs and inform the SENDCo
- To ensure that SEND records are maintained in line with the Code of Practice with support from the SENDCos as appropriate.
- To lead termly reviews of provision for SEND pupils to which parents are invited to complete copies of agreed forms, including the formulation of Individual Learning Plan's, for parents and SENDCo.
- To ensure the SENDCo is made aware of any changes to the intervention provision map.
- To facilitate class based interventions, as detailed on the provision map through liaising with class based support staff.
- Compile transition plans for movement within school and to other schools.
- To ensure all adults, including supply teachers, are aware of the needs / difficulties of the SEND pupils they are working with as appropriate.

### **SEND support assistants:**

- Support assistants that are attached to children with EHCP's will be directed by the class teacher responsible for that child under the guidance of the SENDCo.
- The teacher will use the support assistant to make sure the recommendations laid down in the EHCPs are implemented.
- Support assistants not attached to children with EHCPs will work under the line management of the SENDCo for their hours allocated to SEND work, with day to day direction provided by the class teacher.

## **Ranges of Support:**

### **Cause for Concern/Ongoing Monitoring**

This is an informal stage, prior to a child being considered as having a Special Educational Need, where class teachers identify a concern about the educational needs, and/or academic progress of a pupil. New targets and strategies will be set and discussed with the Special Educational Needs Co-ordinator (SENCO), class teacher and parents. Pupils may be flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND, but may require specific targets in order to make progress using varying interventions and strategies.

### **SEND Support**

In Bradford the graduated response measures the levels of need using range criteria.

**Range 1 to 2** – Quality first teaching and targeted small group and 1:1 interventions can be implemented where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not alleviated by the positive behaviour management techniques employed by 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.

**Range 3** - Additional, specialised group or 1-2-1 interventions, external agency advice if a pupil:

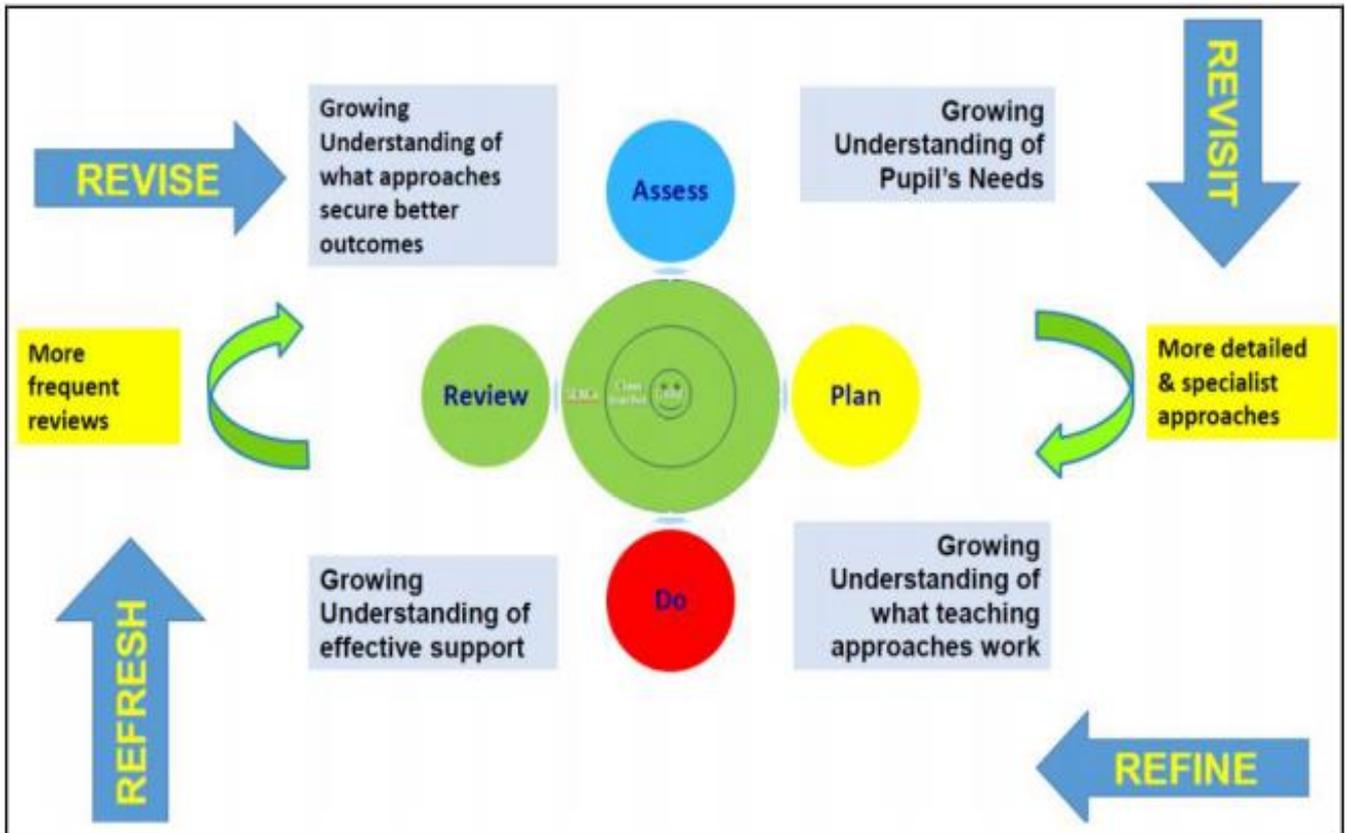
- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

**Range 4 onwards** - Education Health Care Plan support if :-

- Needs cannot be met through the resources normally available within the school.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.
- An Education Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can normally offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health and Care Plan.

More details regarding the Range Provision please see Appendix 1 'Graduated Approach to SEN' (Appendix 1).

Where a child is identified as having SEND, we work in close partnership with the parents to establish the support the child needs. Where a child is identified as needing SEND provision, we take swift action to remove any barriers to learning and adopt a graduated approach with four stages of action: Assess, plan, do and review:



## Assess:

When a child has been identified as needing SEND support, the class teacher (working with the SENDCo) will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher and contact with the SENDCo.

## Plan:

Where it is decided to provide a pupil with SEND support, parents will be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and parents any interventions and support which will be put in place, in order to ensure the pupil is able to make good progress.

## Do:

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review:**

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly SEND meetings. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

## **Education, Health and Care Plans (EHCP):**

An EHCP brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs. If the child or young person has not made expected progress despite following the graduated approach we will consider requesting an Education, Health and Care needs assessment. Parents and the pupil will be fully involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies, we urge parents to contact us to discuss any concerns prior to making a request to the Local Authority.

Following a request for an assessment, the Local Authority must determine whether an Education, Health and Care (EHC) needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHCP for a child or young person from the age of 0 – 25 years. Where an EHC assessment is not successful, children with special educational needs will have their needs in school met through the general SEND and class provision.

EHCPs should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority at a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

## **Facilities for Pupils with Special Educational Needs and/or Disabilities:**

- The school has a disability equality scheme and accessibility plan in place which is reviewed annually.
- There is wheelchair access at the main entrance door, and by the entrances into the Reception Class and Nursery Class.
- There is a slope onto the main playground, which makes the majority of the site accessible to wheelchair users, now ever access to the playgrounds to the rear of school does not have ramp access.
- The lower corridor has disabled toilet facilities and a lift ensures full access to each floor within school. However, easy access around the whole school building for wheelchair users to hygiene facilities or for more severely disabled pupils are still areas for further development.
- There is a specialist SEN resource room.
- Each of the 4 wings in school has its own intervention room.

- The school has a separate DSP for children with Social communication and interactions needs including Autism.
- The DSP has a funded specialist teacher and SENDCo.

### **Allocation of resources:**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the mainstream school and the designated specialist provision (DSP). This includes the provision for children with statements and EHCPs.

### **Funding for Special Educational Needs Provision:**

Money available for special educational needs provision is drawn from the delegated budget. Schools receive a financial allocation for SEND based on a formula. School is responsible for funding part of all Education Health Care Plans from their notional allocation (the ceiling for this is determined annually). Pupils whose plans are in excess of the nominated ceiling will have the additional amount funded by the LA.

### **Staff Development, Training and Expertise:**

It is recognised that if pupils with special educational needs and/or disabilities are to achieve their best outcomes at school, ongoing training for all staff is required. Governors, the Leadership team and all staff are committed to developing their skills to be effective in their roles and establish a wide range of knowledge and experience to enable the school to meet the needs of an ever widening range of pupils.

Particular attention is given to provide training to help identify the needs and provide for vulnerable and under achieving groups. The SENDCOs, will liaise over the planning for and provision of INSET, both internally and externally organised. Staff training needs will be identified through Performance Management, subject reviews, and at whole school level through development plans.

Annually, teachers inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, including the LA Advisory Service, Educational Psychologists, Children's Services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs.

### **Links with External Agencies:**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. At Haworth we work closely with a range of different external agencies who can offer both advice and support for teachers and parents. These include: The Learning Difficulties Team, Speech and Language Therapy, Educational Psychologists, Social and Emotional Difficulties Team, Visual & Hearing Impaired Team, Autism Support Services, Physiotherapy, Occupational Therapy and the Physical Difficulties Team.

We will refer pupils with special educational needs and/or disabilities to Child & Adolescent Mental Health Services (CAMHS) or other relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with parents/carers.

The School Nurse is also available to offer advice, information or support with any medical or health needs.

Children's Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

## **Links with other schools and Transition:**

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes.

Links are also maintained with other local primary and secondary schools, particularly with the SENDCo for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are given to primary schools or link secondary schools about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

## **Complaints Procedure:**

Concerns about provision for pupils with identified special educational needs should be raised with the child's teacher in the first instance. The teacher may consult the SENDCo for advice or may wish to arrange a meeting with the parents' inviting the SENDCo to attend. If parents continue to have a concern, they should approach the SENDCo, who will liaise with the appropriate members of staff.

In the event that a concern remains unresolved and a formal complaint is required, the complaints procedure can be followed through the school's Complaints Policy, which can be found on the school website.

## **Assessment:**

The school has a clear and detailed Assessment Policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. Information and assessment from Nursery and the Foundation stage profile in Reception will help to identify children who need help early and these children are then targeted for extra support.

## **Transfer of Information:**

Detailed information on all children is sent to their next school when they leave. In addition the SEND records will transfer with the child including information on identified needs, targets for action and provision made available.

## **Monitoring and Evaluation:**

- The SENDCo will monitor the movement of children within the SEND system in school and provide staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The Governor with responsibility for SEND will regularly monitor the special needs provision and ensure that the policy is applied in practice.
- The SENDCo and the Headteacher will hold regular meetings to review the work of the school in this area.
- The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend training.

## **Review:**

- This policy has been agreed and ratified by the Governors in April 2017 and will be further reviewed in April 2018.

## Appendix 1- 'Graduated Approach to SEND

### Range 1

- Assess, Plan, Do, Review - Quality first teaching

#### Teaching and learning

Actions	Done
Key gaps in learning identified through ongoing assessments.	
Any additional barriers to learning identified.	
Identified needs and gaps planned for in medium and short term planning.	
Child given the opportunity to return to key concepts and 'over learn' key skills.	
English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.	
Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration).	
Progress regularly assessed and planning adapted accordingly.	
SENDCo informed at Pupil Progress meetings that child is Range 1.	
SENDCo to gain consent to place onto SEND and then log on SIMS and Target Tracker.	

#### Parental Involvement

Actions	Done
Parents' evenings	
Target setting	

#### Monitoring

- Achievement data
- Learning walks
- Pupil progress meetings
- Book scrutinies

#### If child continues to be at risk:

- Consult **Range 2** guidance to identify specific need.
- At pupil progress meetings, SENDCo log child as Range 2 on SIMS and specific needs identified.

## Range 2

**- Assess, Plan, Do, Review - Quality first teaching Additional teaching/intervention support**

### Teaching and learning

Actions	Done
Bradford SEND Team Range 2 guidance criteria checked and child's specific need(s) identified.	
Range 2 form discussed and completed with the child and the child's parents/carers.	
Range 2 form copied and given to SENDCo	
SENDCo to log on SIMs (along with specific need) and Target Tracker	
Class teacher (along with support from the SENDCo if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).	
Class teacher to outline and monitor interventions on Intervention log sheet.	
Child discussed at Pupil Progress meetings. Progress monitored. SENDCo to advise on additional interventions in class if necessary.	
SENDCo to update provision map with additional interventions .	

### Parental Involvement

Actions	Done
Range 2 form input	
Parents' evenings	

### Monitoring

- Achievement data
- Learning walks
- Pupil progress meetings
- Book scrutinies

#### **Once all of the interventions have been delivered:**

- Child's progress discussed at Pupil Progress meeting, with the parents and the child (as outlined on Range 2 form).
- Joint decision made regarding next steps.

## Range 3

**- Assess, Plan, Do, Review - Quality first teaching - Additional teaching/intervention support - External agency involvement Teaching and learning**

### Teaching and learning

Actions	Done
Child discussed at pupil progress meeting.	
SENDCo and teacher to consult Bradford Range 3 guidance criteria checked and specific needs identified.	
Review / Setting of Targets Meeting held with parents, child, teacher and SENDo.	
SENDCo to help identify which external agencies could be involved to help assess child's specific needs SEND Review form completed with the child and the child's parents.	
SENDCo to update provision map with additional, specialist interventions to help meet the child's needs.	
Referrals to relevant external agencies.	
Advice from external agencies received and implemented in class/ interventions.	
SENDCo to provide Intervention Log and monitoring sheets – to be used by TA/ intervention staff.	
Progress monitored and teacher/SEND Team/child and child's parents/carers informed.	
Pupil voice- views of their learning needs and planning of new targets	

### Parental Involvement

Actions	Done
Review form input - Target setting- SEND paperwork discussed and signed by teacher, parent and SENDCo	
Parents' evenings	
Feedback from external agencies	

### Monitoring

- Achievement data
- Learning walks
- Pupil progress meetings
- Book scrutinies
- Provision mapping Intervention monitoring
- Child's progress monitored and discussed at Pupil Progress meetings.

## Range 4

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**- Assess, Plan, Do, Review - Quality first teaching - Work towards targets set out in EHC Plan**

### Teaching and learning

Actions	Done
Child's plan will determine actions and targets.	
SENDCo to help class teacher/child/parents/carers set short and medium term targets to help child reach goals set out in EHC plan.	

### Parental Involvement

Actions	Done
EHC Plan input	
EHC Plan Review meetings	
EHC Plan target setting	
Parents' evenings	
Target setting	
Feedback from external agencies	

### Monitoring

- Achievement data
- Pupil progress meetings
- Book scrutinies
- EHC Plan review meetings
- Provision mapping and intervention monitoring
- Learning walks