



## **SEN Policy**

**October 2016**

**October 2018**

**Based on SEND Code of Practice 0 – 25 (January 2015) 3.65**

**Signed by the Headteacher**

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**Name J Siddall**

**Signed on behalf of Governors**

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**Mary Brooks**

### **Aims of our school**

1. Enable all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.
2. As a church school, promote high standards of spiritual and personal development, recognising that this includes activities undertaken outside the school day.

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3. Develop and implement consistent whole school policies which help children towards selfdiscipline and respect for themselves and others.
4. Maintain a well ordered and stimulating working environment by the use of effective classroom organisation, attractive displays and the ongoing development of the school grounds.
5. Encourage all pupils to become involved in the development of the school and grounds, to appreciate our surroundings and to develop a sense of responsibility for its upkeep.
6. Ensure that the statutory requirements of the National Curriculum are met and that the provision is both appropriate and relevant for each child.
7. To have assessment and planning procedures that ensure the continuity and progression of learning required for each child to reach his or her full potential.
8. Emphasise the vital and continuing role of parents in their child's education and involve them in that process through regular consultation and communication.
9. Ensure that all individuals working in the school receive the resources and training necessary to enable them to carry out their roles effectively and encourage continuing professional development.
10. To work with St Mary's church, the other local churches and the local community through regular visits and participation in local events.

### **Our Vision**

Our school is strongly committed to providing a happy, secure and attractive environment in which all members of our school community - children, teachers, parents, ancillary staff and governors - work together in an atmosphere of friendship, tolerance and understanding. We strive to ensure that the children in our care are able to make the most of their educational opportunities and experiences, with the ultimate aim of preparing them for a confident and responsible adult role within our ever changing society.

Meeting the spiritual, emotional, intellectual and physical needs of our children, whatever their ability, is our priority. The provision of an accessible and appropriate curriculum is based on legal requirements and the needs identified within the school. To enable teachers and other staff to meet these demands, they will be supported professionally through access to relevant training. There will be careful and sensitive management of human, physical and financial resources to enable the school to make the most of educational and professional opportunities.

Central to the values expressed in our school is respect. Through respect, each one of us can recognise our own worth, the value in being part of the school community and also appreciate the rich diversity of the wider community. We promote a sense of respect for each other, responsibility towards property and an active concern for the needs of our local area, our country and the wider world. Recognising and valuing the different strengths, weaknesses and experiences each member of our community brings helps us support each other.

Our school places great value on its Christian values and works closely with St. Mary's Church, other Burley in Wharfedale churches and the local community. We place particular importance on involving parents through recognising and valuing their continuing role in the education of their children. By listening to their concerns, we hope to promote an atmosphere of mutual respect and a shared role in helping each child to reach their full potential. We develop appropriate codes of behaviour that support the values and aims of our school, ensuring that we can work together to provide the best possible education for all our children.

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by Andrew Wilkinson (SENCo) and Senior Leadership Team with the input of the SEND Governor (Mrs Mary Brooks) and the school staff. It has been made available to parents of pupils with SEND for their comments and input.

## **Our Values and Ethos**

- We are a fully inclusive school which aims ‘for all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.’
- Our school welcomes children with special needs and is committed to their inclusion, in all aspects of school life.
- All teachers are teachers of children with Special Educational needs. Teaching such children is therefore a whole school policy. (Children and Families Act 2014)

## **Aims**

- To echo and implement the first aim of the school which is ‘for all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.’
- To give all pupils access to the National Curriculum and all school activities so that they have a broad and balanced curriculum.
- To make early identification and assessment of those pupils with Special Educational Needs to enable early intervention.
- As children may have special educational needs either throughout, or at any time during, their school career this policy ensures that curriculum planning and assessment for children with special educational needs will take account of the type and extent of the needs of the child.

## **Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

### **Identifying Special Educational Needs**

A child or young person has SEN 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 they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability 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 (Special Needs Code of Practice: for 0-25 years January 2015).

Special Educational Needs fall into four main categories.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

We follow guidance from Bradford Metropolitan District Council's Children's Services for SEN (guidance by prime need). This is based on an Assess-Plan-Do-Review 3 range structure.

At Burley Woodhead Primary School once we have identified a pupil with SEN we will work together with the family and any appropriate agencies to cater for their individual needs. We always have regard for the needs of the whole child and not just their special educational needs.

We also take into consideration needs which do not in themselves constitute a special educational need, but which may impact on progress and attainment;

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium or Pupil Premium Plus Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is no longer regarded an acceptable way of describing SEN. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we, the staff at Burley and Woodhead CE Primary School, will endeavour to recognise and identify clearly through our knowledge of the child and with support from the Local Authority specialist services.

If parents have concerns about their child's progress or needs, they can speak with the class teacher who will then direct them to the Special Educational Needs Co-ordinator (SENCo) if this is appropriate.

## **Graduated Approach**

At Burley Woodhead Primary school all children are catered for by quality first teaching. It is the responsibility of class teachers to provide for all pupils by planning differentiated lessons and provision which meet the needs of all pupils. This may involve children accessing intervention groups as part of the daily lesson provision. Where teaching assistants are working with children it is the class teachers' responsibility to ensure the progress and development of these children.

Together, the class teacher, school, pupil, family and any external specialists continually monitor the pupil through each of these stages following an ASSESS – PLAN – DO – REVIEW cycle.

- Assess the progress of the child and the effectiveness of any intervention or specific strategy so far. What helps, what doesn't? What is their specific need? We use Bradford's Baseline assessment toolkit.
- Plan the next steps – how can we move forward and address the need. What is the aim and how could we achieve it?
- Do it.
- Review the action taken.

At each stage it is possible that there will be a positive impact on the child in terms of meeting their need. In which case, there may never be cause to formally add them to the SEN register.

If however children are assessed as needing to be placed on the register they will be provided for at the appropriate range using Bradford's range descriptors.

- Range 1:

The class teacher will be aware of a child's needs and provide for them within normal differentiation (classroom activities). The class teacher will have identified, strategies and activities or interventions that should help the child to progress in their area of need. But for most of the time, the child will be working towards the same objectives as the other children in the class.

- SEN support Range 2 & 3:

Children who need SEN support will spend a proportion of their time working on special activities, often 1:1 with an adult or in a small supported group. However, they will still spend most of their time working within the class, on tasks at the appropriate level. If appropriate relevant external advisers (e.g. Educational Psychologists, Speech Therapists or Learning Support Teachers) will be consulted, and will recommend strategies to support children. Parents may have an opportunity to discuss their child's needs with these specialists.

- Statement/Education and Health Care Plan (EHCP) Range 3/4

Children with Statement/EHCP may have an adult working with them to help them to access the curriculum at their level. Parents will be made aware of the main adults who work with their child. The aim of the support adult is to enable children to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for individual children will be discussed with parents at regular reviews as set out in the statement. Parents may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist). Each school year there will also be a formal Annual Review/EHCP meeting, at which the terms of the Statement/EHCP of SEN will be reviewed and amended as required. Parents will be invited to attend this meeting and to contribute a written report.

Note: Parents are often concerned about their child missing key aspects of the curriculum when working on special interventions. The SENCo and class teacher will timetable children's activities in a way that matches their learning priorities.

### **Managing pupils on the SEN register**

- Pupils are placed on the SEN register at SEN Support unless they have a Statement/EHCP.
- We follow Bradford's graduated approach and children are placed in Ranges 1-4 depending on their needs.
- The range is decided by the SENCo and SEN assistant in discussion with the class teacher and always with the involvement of parents.
- Interventions are monitored and evaluated by the SENCo and staff. The provision map tracks interventions, targets and all areas of provision for each child with SEN.
- If a child is judged to be at Range 2/3 the SEN team in discussion with staff will assess the child's needs and if appropriate follow guidance from outside agencies on the amount of and type of support needed. Interventions recommended are implemented and staff with appropriate training/skills are deployed accordingly. Staff are asked to fill out evaluation sheets to monitor the effectiveness of interventions and the child's reactions to them. Adjustments are made from these outcomes. The comprehensive provision map is updated termly by the SENCo in discussion with class teachers this provides a record of all support and interventions. Targets are set on a termly basis. Statements/EHCP set out what provision is required and how it will be monitored, these are reviewed annually.
- A file is held for each class which contains all relevant information for each child on the register in that year group. This is readily available to all staff on request from the SEN team and kept in a locked filing cabinet.
- Additional support from outside agencies is accessed through Bradford Education/Local Health Authority at the present time.
- Schools are given an allocation of time from the Educational Psychologist and can buy in extra sessions if needed. Currently liaison with the local schools has meant that as a collaborative we have access to extra Educational Psychologist input.
- Learning Support Services are available to school when a child reaches Range 3 although presently an initial planning meeting is still held with the link LSS person to highlight any particular needs.
- Access to other outside agencies is available for individual needs and referral forms/consent forms from parents are filled in by school.

#### **Criteria for exiting the register**

- A child will be removed from the register when it is felt that their progress is in line with national expectations. This is done in discussion with SENCo, school staff and parents. This will be confirmed in writing to inform parents officially.
- A child can be removed from the register at parental request.

### **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 with the SENCo and class teacher (if necessary), for all children on the register at the beginning and end of the academic year to share targets and discuss progress. Further meetings will be held as needed throughout the year.
- At review meetings with parents/carers we believe it is essential to try to always make sure that the child's strengths as well as difficulties are discussed.

- The class teacher will keep parents informed of the provision their child is receiving by sharing details of additional intervention, and where appropriate individual target sheets with them. Teachers will also draw upon parents for additional information.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress
- Parents/carers are able to make other appointments on request
- Teaching staff will work alongside the SENCo to ensure that information is passed on in transition to the next year group
- A CAF to bring together all agencies involved with a child can be established by school, parents or any concerned party. Currently Sarah Norris who is based at Ashlands School will organise these.

### **Assessment situations**

- The class teacher, SENCo and head teacher will work with families to decide whether or not a particular assessment or examination is appropriate and accessible to the individual concerned.
- For statutory assessments in Year 6, (SATs) the government releases annually the most recent guidance for schools for checking accessibility. This details how schools must assess accessibility with regard to a specific need, such as visual impairment, if they believe a pupil may struggle to access the test. Such screening takes place in the Spring Term, several weeks prior to the SATs. The outcome may result in a pupil being allocated extra time, a reader, a scribe or a coloured / enlarged text. Where needs are more complex, specialist services such as the Educational Psychologist will provide reports to support decisions. The Year 6 class teacher will communicate throughout this process with parents of those involved.
- Children who have accessed a scribe or reader as accepted practice during their school life will have access to this during assessment situations.

### **Induction and transition arrangements for pupils with SEN**

- Induction arrangements prior to a child entering Reception are based on information provided from the Pre-School Provider, Parent, Educational Psychologist, Speech Therapist, Health Visitor or other professionals involved with individuals
- Reception staff will meet with staff from pre-schools/nurseries prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting
- Provision arrangements are discussed with the Head teacher, SENCo, class teacher and parents/carers prior to the child beginning school
- Baseline arrangements are carried out within the first half term of a pupil beginning at school
- Class teachers of children joining from other schools should receive information from the previous school; the SENCo's from each setting will make further contact to discuss the child's needs and appropriate provision
- Children transferring from Burley and Woodhead Primary School to new schools will have copies of their SEN file contents forwarded to their new school. The original file contents will then be stored securely in line with the legal destruction dates.
- Links with local secondary school providers are made, transferring information to Year 7 teachers and appropriate personnel. Burley and Woodhead Primary School takes part in the Ambassadors Programme at IGS.
- Where appropriate, some pupils will undertake separate, additional visits to secondary school to support transfer
- Year 6/7 transition SEN paperwork is completed and sent, along with SEN pupil records, to the receiving school's SENCo
- End of key stage attainment is recorded and sent electronically at the end of key stage two to secondary schools

- All other appropriate school records are forwarded to secondary schools

### **Medical conditions**

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

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

### **Local Authority support for parents/carers:**

- The Bradford Authority 'Local Offer' can be accessed via the following internet link: <http://localoffer.bradford.gov.uk/>
- The Bradford 'Families' information Service' also has a website outlining the support it can offer families within the Local Authority <http://fis.bradford.gov.uk/fis>

Details of these can also be provided by the SENCo upon request

### **MONITORING AND EVALUATION OF SEN**

We regularly and carefully monitor the quality of provision we offer all our pupils.

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with summaries of the impact of the policy on the practice of the school. An Sen Information Report is produced annually for governors and is published on the school website. The SENCo and head teacher are involved in supporting teachers in setting appropriate provision. The SENCo and the head teacher review the work of the school in this area at regular intervals. In addition the SENCo and the named governor with responsibility for special needs also meet termly.

### **TRAINING AND RESOURCES**

- All teachers and support staff undertake induction upon taking up a post, which includes a meeting with the SENCo to explain the systems and structures in place around our SEN provision and practice, and to discuss the needs of individual pupils.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- In addition, the SENCo also attends the local network meetings within the Two Valley's Collaborative in order to access further training; moderate the provision offered by our school in line with other local schools; share information and best practice and access resources.

## **ROLES AND RESPONSIBILITIES**

Named SENCo – Mrs Melissa Gadsby

### **The role of the SENCo**

The Special Educational Needs Co-ordinator's (SENCo's) responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

### **The role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the Local Authority agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body. It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of practice 2015. The named governor is Mary Brooks.

### **The role of SEN teaching Assistants**

All teaching assistants across school will be involved in the education of pupils with SEND who are in the classroom setting. In the first instance they will be directed by the class teacher.

Name of designated teacher with specific Safeguarding responsibility

Mrs Jo Siddall (Head teacher)

Name of member of staff responsible for managing PPG/LAC funding

Mrs Jo Siddall (Headteacher)

## STORING AND MANAGING INFORMATION

Paperwork on individual pupils is kept in files, locked in the SEN cabinet. Documentation on individual pupils is passed on to the receiving school when a pupil moves setting and copies are kept securely in school. All other information is stored electronically on the secure school system.

## REVIEWING THE POLICY

In line with the recommendations outlined by Nasen, this policy will be reviewed annually. This process involves the scrutiny of the policy by staff and governors in order to ensure it reflects accurately the practice we are required to undertake in school in line with all government legislation. Staff and governors will discuss any need for alteration or change in practice, following reflection upon the previous year. Where significant change occurs in terms of staffing or legislation, the policy will be updated as soon as is feasibly possible.

## DEALING WITH COMPLAINTS

Complaints or cause for concern in the first instance should be discussed with the child's class teacher wherever possible. Where this is not appropriate, or the outcome of this is deemed unsatisfactory, an appointment can be made via the office for a meeting with the Head teacher and / or the SENCo where concerns can be discussed.

## BULLYING

See separate anti-bullying policy

## APPENDICES

- Local offer
- Anti – Bullying policy
- Equal opportunities policy
- Safeguarding policy
- e-safeguarding policy
- Behaviour policy

Approved by the Governing Body October 2016

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Mary Brooks  
SEN Governor

This policy is due for review November 2018.