



SEND Policy

Date Approved	Spring 2017					
Date to be Reviewed	Spring 2019					
Signature						
Changes Made						

Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities at Bow Community Primary School.

Aim:

At Bow Community Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'.

The specific objectives of our SEND policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

Rationale:

We aim to work in an inclusive way, recognising that this does not mean that we treat everyone exactly the same thus supporting equality of opportunity. We believe that all teachers recognise the importance of identifying and providing for children with SEND who they teach, while understanding that partnerships with parents and carers play an essential role in supporting their child's education. We aim to make sure that wherever possible we meet the needs of children at both ends of the Special Needs Spectrum. This is predominantly done through quality first teaching. We value the importance of the child within this process and aim to involve them as actively as possible. Children with SEND join in the activities of the school together with children who do not have SEND so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for.

Inclusion:

Inclusion concerns every child in the school and is about equality of opportunity. As a school we are striving to become as inclusive as possible in our everyday practice, which helps SEND children and all others to work towards their potential. Examples of inclusive teaching would include differentiation of work (e.g. through outcome, task, support provided) and where appropriate expectations of behaviour. This will include differentiation of homework e.g. by time given for the activity, adapted tasks for different abilities. Where possible the school looks to avoid extraction of pupils with SEND. However, at times work with small groups or individuals may be needed to give children the skills to be included more readily at other times. The views of the child need to be considered when setting up such groups. Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips. Provision is again highly differentiated within the planning and carried out during all trips including residential trips. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment.

Guideline:

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties towards all children with SEND and ensure that parents and carers are informed by the school that SEND provision is being made for their child. This will be a shared process and parent/child will be involved in the decision making process.

Role of the SENDCo:

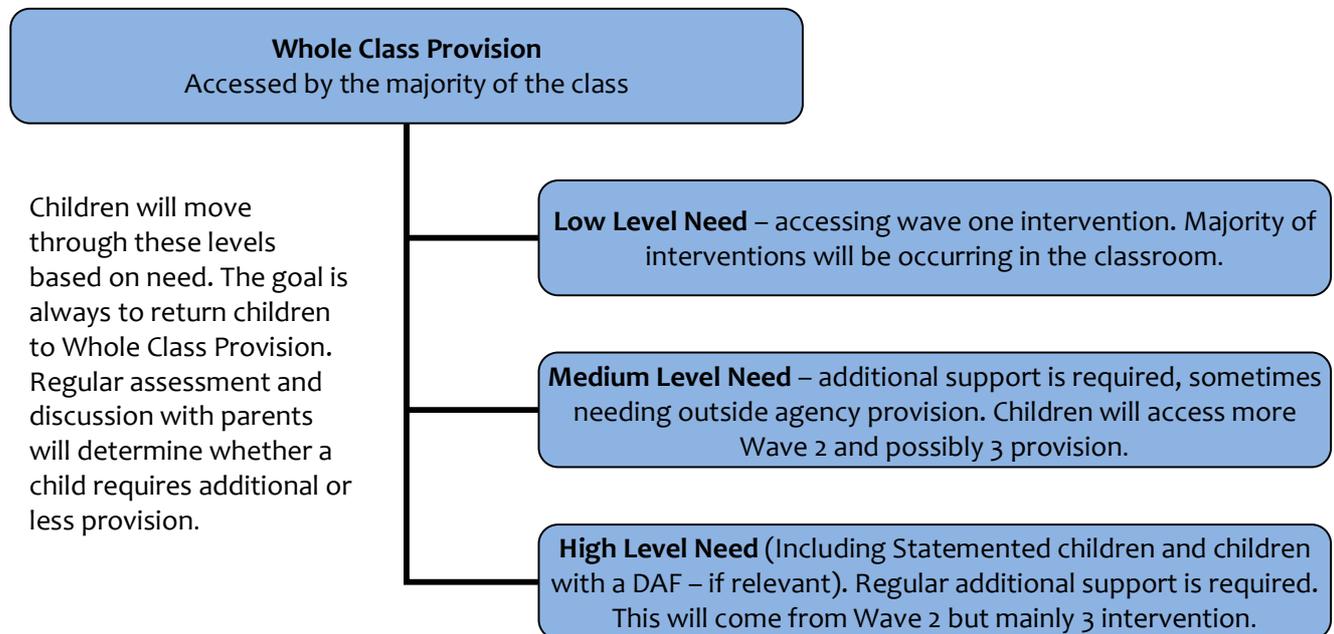
- co-ordinate SEND provision across the school in line with this policy
- unlikely to do much direct SEND work with children
- responsible for overseeing the records of children with SEND in the school
- liaise with parents/carers of children with SEND
- provide support and guidance to other members of staff when necessary.
- liaise with external agencies.

The Governing Body:

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

The school's governing body has a nominated governor for SEND who regularly links with the SENDCo to be aware of relevant issues and offer support. The SEND Governor meets with the SENDCo on a termly basis and reports back to the full governing body.

SEND at Bow



Identifying Need:

The school tracks the progress of children to ensure that teaching is effective for each individual. Teacher observation, parental observation, lesson observations and any specific in class assessment will be used to trigger raising a concern. This data is recorded with the school pupil tracker software (SPTO).

Teachers will use a range of general strategies before raising a concern, the majority of which are shown clearly in Wave One of our provision grids. If the child is not responding as expected or is having difficulties with their learning or behaviour then the teacher will speak to the SENDCo. Parents, SENDCo or an outside agency may also raise a concern. If relevant, all parties involved discuss possible interventions and timescales.

Low Level Need:

A child demonstrating 'low level need' may show some of the following:

- Despite receiving differentiated learning opportunities the child has shown little or no progress even when teaching approaches have been specifically targeted,
- They might have shown signs of difficulty developing literacy or maths skills which have resulted in poor attainment in some curriculum areas
- They might have presented persistent emotional or behavioural difficulties, sensory or physical problems and may have communication and/or interaction difficulties.

A trigger might be a child falling more than a year below expectation or if they are making very slow or no progress.

These children might require different learning materials, individual or group support, special equipment, TA observed individual work (where appropriate), adult time to plan and/or monitor progress, staff development in alternative strategies. Other examples of intervention are shown on the provision map.

At this stage the children will be identified as having 'low level need'. The majority of the child's interventions will be met in the class setting and require very little outside agency support. School Pupil Tracker (SPTO) will be used to track the additional interventions that the child will be accessing.

The child will be placed on the SEND register. This will raise the profile to staff, parents and SENDCo within school. The SEND paperwork is confidential and is kept locked in the SEND filing cabinet. Their progress will be monitored by the class teacher, SENDCo and headteacher. Any adult employed by the school working with the identified child and the child's parents have access to the file. Teachers keep an SEND file for children in their classes, which contains paperwork completed by the teacher during the year. It may also contain additional advice given to the teacher by the SENDCo or an outside agency. Some initial assessments may well be carried out to identify the needs of an individual child. These will be shared at parents evening twice a year. If a child makes good progress towards expected levels of attainment, the child will be removed from the SEND register. If no progress is made or concerns remain, then the school will look for additional support from outside agencies to continue meeting the child's needs.

A provision map is the way that we will record intervention that is above and beyond whole class provision for a child with low level need.

Medium Level Need:

Medium Level Need will be initiated when the SENDCo and colleagues, in consultation with parents, take a decision to involve the external support services provided by the LEA and/or other agencies. The school will work closely with a range of groups and agencies to identify and manage SEN. These groups might include Educational Psychology, Health (including CAMHS, school nurse, speech and language therapy, health visitors), behaviour support and a range of Advisory Teachers.

The triggers for Medium Level Need could be that despite receiving support under the direction of the class teacher, the child may be:

- making little or no progress in specific areas over a long period of time
- working at National Curriculum levels substantially below that expected of children of a similar age
- showing difficulty with developing Numeracy and Literacy skills
- demonstrating 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 programme (IBP)

- showing sensory or physical needs and require additional specialist equipment or regular advice or visits by a specialist service
- having communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

The process for **Medium Level Need** continues as for low level need with the following additions:

- Outside agencies are involved wherever relevant e.g. in the generation of targets using the provision map, review meetings, Joint Agency Team Meetings etc.
- A review meeting would look at what is in place, progress made in relation to the targets set, strategies tried and the generation of new targets. Parents, teachers and children need to retain their involvement.
- Individual TA support which could take place inside or outside the classroom.
- The class teacher retains responsibility for work carried out in the classroom.

A provision map is the way that we will record intervention that is above and beyond whole class provision for a child with medium level need with clear targets set.

High Level Need:

With the removal of statements, schools will be providing support through an allocated school budget. This budget is providing SEND provision for all children. Children working at 'High Level Need' will often require additional wave three provision (see provision map) which might occur outside of the classroom. Schools will begin tracking the amount of funding being spent on these children. In the event of the funding exceeding £6,000 then the school are able to make a request for additional funding. This will be done using the DAF 2b documentation and will be completed alongside parents.

Children with an existing statement:

Children with existing statements will continue to receive their existing level of support, although it is likely to be in the form of a number of adults meeting their specific needs. When the children reach year 5, paperwork will be completed which looks at transferring the child from a statement to an Education and Health Care Plan.

Annual Reviews will be completed for these children on a yearly basis. The school will hold an Annual Review of the child's statement in accordance with the guidance provided by the SEN 0-25 Team. The review will draw on the opinions of outside agencies involved with the specific child's provision. The meeting will involve the SENDCo, class teacher, head teacher, TAs who work with the children, parents and any outside support who feel that they have something to contribute.

Any annual reviews for Year 6 children will need to take place early on in order for the statement to be amended prior to transfer to Secondary School. Children in Year 5 will need to have an annual review involving the Secondary SENDCo to discuss appropriate provisions that might need to be implemented on transfer.

Working closely with Parents:

At Bow, close links with parents are an essential part of all SEND work. Parents are consulted when their child is placed on the SEND register and discussions occur about how best to meet their child's individual needs. All meetings and reviews see school working closely with parents in order to evaluate and plan for a child's provision. Parents are invited to record their views on all documentation. As part of all DAFs, parents complete an 'All about my child' document where they express views about their child's needs.

Involving the Child in the Process:

Where relevant, children will be involved in discussion around their support. Children's views are also invaluable as part of the Devon Assessment Framework/Annual Review process. Children will contribute their views on how things are going ahead of the Annual Review (this document can be completed at home/school). Their views will be shared as part of this process. When relevant, children will be present at DAF and Annual Review meetings.

Behaviour:

When a child is identified with SEND for behavioural reasons, the school follows the agreed whole school behaviour policy. If it becomes clear that this is not adequate for a child, then an **Individual Behaviour Plan** will be established. Personal and Social development of these children, as with all other children, is supported by PSHE. The school is aware of the importance of not labeling a child negatively with regards to their behaviour and is always looking to ensure that opportunities for positive reinforcement are taken whenever possible. The child will be recorded as low, medium or high level need, based on the behaviour that is being demonstrated and the level of support that is required.

Individual Behaviour Plan:

The Individual Behavioural Plan (see Behavioural Policy) will be an additional measure to deal with children whose behaviour lies outside of the normal whole school rewards and sanctions. The plan will be set up in consultation with the class teacher, SENDCo, head teacher and parent. It will allow the school to have an agreed policy for a particular child, which may not match that of their peers. The policy will consist of;

- A description of the behaviour difficulty
- A maximum of three behaviour targets agreed with the child
- An agreed whole school description for dealing with behavioural concerns
- A clear criteria for success which the child is aware of at all times
- Rewards and Sanctions
- Any additional action that needs to be taken, which might include consultation with outside agencies e.g. behaviour support.

THRIVE at Bow:

THRIVE is an intervention aimed at assessing and supporting a child's social and emotional needs. All children are assessed at the start of each year and group support established as a result of these assessments. These will be time limited interventions and will be assessed at the conclusion of the unit.

Through an initial assessment, co-ordinated between school and home, an action plan is established and targets are set. This action plan includes school and home targets. After a period of three to four months, the assessment is redone and we reflect on where progress has been made. A new action plan is then established. This cycle continues until the child reaches age expected levels.

At Bow, we run THRIVE groups supported by trained THRIVE practitioner. These groups respond to the child's action plan and the activities link to areas identified in the assessment.

Restraint :

The school uses positive handling techniques to help children with their behaviour. On a rare occasion a child might need to be held in order for their safety and the safety of others to be maintained (see Guidance for Positive Handling). In these situations it is a requirement that the professionals involved will complete and sign paperwork relating to the incident. This also needs to be signed by the Headteacher. Strategies to manage behaviour will be recorded in the child's Individual Behaviour Plan.

Provision Mapping and Providing Support at Bow:

A provision map records the different interventions that are available to children at Bow.

- **Wave One** is provision which is in place for all children. This intervention typically happens at a whole class level and is particularly useful at supporting children with additional need.
- **Wave Two** is a small group intervention – this can happen either inside or outside of the classroom.
- **Wave Three** is a one to one intervention and is available to children who require the additional support.

We will assess a child's need in conjunction with multi-agency input and will then decide on how best to meet their needs.

Interventions:

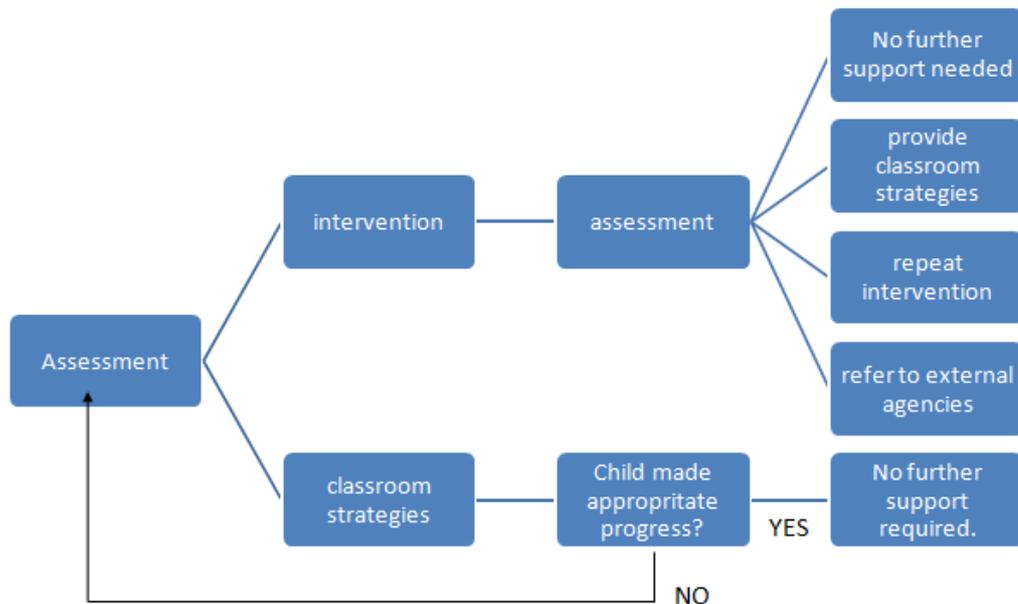
Our Provision Map details the different provisions available to children at Bow. These range from in-house intervention support for reading, spelling or mathematics, for example, to enlisting support from outside agencies such as our Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, School and Community nurses, Hearing and Vision Impaired Advisors, Occupational Therapists, Targeted Family Support, Social Services,

CAMHS – Child and Adolescent Mental Health Services, and specialist teacher advisors, Communication and Interaction Team, Social Care and a variety of other local support services.

We have an excellent relationship with all local services with whom we work closely and we also work closely with other schools within our Local Learning Community network to enable us to share good practice and expertise.

Assessment:

At Bow we use assessments at key points to identify additional need. We aim to follow a model of "assess, apply and review", where (through time limited interventions) we measure the progress and identify areas of further work and development. Results of these assessments will be shared with parents at review meetings.



At different stages of their education, assessments will be available for children which will focus on their development in the four areas of SEND. Some of these assessments will be for all children and some for children with specific need.

When relevant, and where progress is not being made, additional assessments from outside agencies would be accessed.

Devon Assessment Framework (DAF):

The Devon Assessment Framework (DAF) is a tool that school uses to support families at Bow. The DAF is a key part of delivering frontline services that are integrated, and are focused around the needs of children and young people. The DAF can be used for all children from 0-25 years.

It will be started by the Health Visitor at birth and will follow the child as they develop, including those with low level special educational needs right up to the most complex children. The information collected can be stored centrally and accessed by all professionals who are working with a child so that families don't have to tell the same story again and again. For children born before this was established, a DAF will need to be completed with the child's family.

The DAF promotes more effective, earlier identification of additional needs, particularly in universal services. It aims to provide a simple process for a holistic assessment of children's needs and strengths; taking account of the roles of parents, carers and environmental factors on their development. Practitioners are then better placed to agree with children and families about appropriate modes of support. The DAF also aims to improve integrated working by promoting coordinated service provisions.

Once families have completed the DAF Assessment they will work with their lead professional to draw up a plan (DAF 2a) which will identify the outcomes that need to be met for individual children and young people.

Where provision required to meet a child or young persons' needs cannot reasonably be provided from the resources normally available and there is sufficient evidence that actions/interventions to date have not been successful, the lead professional will be able to complete a 'Request for Additional Resources' (DAF 3).

For more complex children, a request for a statutory assessment may be submitted with evidence of the actions/interventions already taken to date, this may result in a statutory EHC plan.

Transfer:

When a child joins us who already has identified SEND then the school will liaise closely with the child's previous school and parents. A transition form will be sent to the previous school which will need to be completed and returned. This document will contain information that will be given to the SENDCo and child's class teacher. Contact will be made between the parents and the SENDCo and they will be made aware of the provision that the school is able to provide. When a child transfers to another school the file is sent to the next school and contact is made with the schools' SENDCo.

Transition to Secondary School:

This initial meeting will occur at the Year 5 Annual Review held in the autumn term. When the child goes to Secondary School, the SENDCo from Bow and the secondary school SENDCo will meet prior to the child's visit to support a smooth transition for the child.

Contact will also occur with the transition co-ordinator and the relevant year head. Additional visits will be arranged which will enable the SEND children in year 6 to make contact with a member of staff who will help act as a point of reference for the child. They will also go on another visit in addition to the one taken by all of the Year 6 children. Transition plans are established with the identified secondary school and a range of interventions are put in place

depending on the need of the child. We work closely with the local secondary school, QEAT, or when relevant another school, to ensure that the transition is as smooth as possible for the child.

Resources:

We have an outdoor environment and trained THRIVE staff members who are able to work with children on developing their social and emotional needs.

The school has a central bank of SEND resource material in order to help support the needs of children in our school. Resources in the classroom may need to be adapted by the class teacher to meet the individual needs of the children in their class.

In the event of a child arriving with a specific need, we will take guidance from relevant professionals about specialist equipment that might need to be purchased or loaned.

We will work with parents to ensure that appropriate resources are in place before their child arrives at school and will review this provision on an ongoing basis.