

BORINGDON PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

PURPOSE

Boringdon Primary School believes that all children are entitled to a broad and balanced curriculum, suitably differentiated to meet individual needs. We aim to ensure that all children have their special educational needs met within an increasingly inclusive ethos. We seek to assist all of our children regardless of their difficulties, in overcoming any barriers to learning that they may face.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all children and we fully support the principles for inclusion:-

- setting suitable learning challenges
- responding to children's diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of children.

PROVISION

The Head Teacher, in collaboration with the Governing body, determines the school's general policy and approach to provision for children with SEN, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work. The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Special Educational Needs Co-ordinator (SENCO) works closely with the Head Teacher, Senior Management Team and fellow teachers and is closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for children with SEN. The Head Teacher and SENCO keep the Governing Body informed about all issues relating to SEN provision in the school.

All teachers and teaching assistants are involved in the development of the school's SEN policy and are fully aware of the school's procedures for identifying, assessing and making provision for children with SEN. Regular in service training (INSET) related to SEN is undertaken by teaching staff. Teaching Assistants work with individuals and groups, supporting strategies for learning for the achievement of targets under the direction of class teachers.

We maintain, continually review and develop our own resource bank for Special Educational needs.

IDENTIFICATION AND ASSESSMENT

The DFE Special Educational Needs and Disability Code of Practice (2014) defines SEN as

'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

(SEN Code of Practice p.82)

This document categorises four areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical difficulties.

Children are considered to have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. This is most effectively managed within a graduated approach of intervention as laid out within the DFE Special Educational Needs Code of Practice. This is used in order to provide appropriate support to our children.

GRADUATED APPROACH:

ASSESS	Teachers assess children as part of their daily teaching.
PLAN	If a need is identified they plan an appropriate intervention
DO	The intervention is implemented
REVIEW	The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary. Progress of interventions is monitored through teacher assessments, pupil progress meetings and assessments by other professionals as appropriate.

This cycle of assessment and targeted interventions is ongoing and underpinned by high quality teaching.

ADDITIONAL SEND SUPPORT

For individual children for whom additional support is required from other professionals, a request for involvement will be made. External specialist teachers and advisors who work with the children, teachers and families of children with significant barriers to their learning at Boringdon include:

Speech and Language Therapists	Speech articulation, expressive language, understanding language
Communication Interaction Team (CIT)	Support children with social communication issues
Hearing and Visual Impairment Support (PASST)	Support children with significant hearing or visual loss
Educational Psychology service	Support children with significant issues relating to all 4 areas of need as per the code of practice.
Children Adolescent Mental Health Service CAMHS	Support children with emotional, behavioural, mental health and social communication needs
Multi Agency Support Team (MAST)	Support individual children with a range of therapies and interventions
School Nurse	Support children with physical and mental health related difficulties

MULTI- AGENCY WORKING

If a child has more complex needs that cannot be met from resources within school, the SENCO will discuss this with parents and a referral to an appropriate professional will be made. The impact of this will be monitored closely by the SENCO and meetings arranged with the between the parents, professionals and school as necessary. These meetings will be called Team Around Me (TAM) or Early Help (EHAT).

PARENTS:

Parents have access to information about Boringdon School's special needs provision, through the school's School Information Report which is on the school website. Further information and advice is available from the Head Teacher or SENCO. Parents are encouraged to discuss their children's needs with the Head Teacher prior to admission in order that the school can aim to provide appropriate provision. We aim to work in partnership with parents in meeting the needs of all children. Parents are encouraged to bring any matters with regard to their children's progress, learning and welfare to the attention of the class teacher, the school's SENCO and/or Head Teacher. Meetings for parents with one or more of these members of staff are arranged as needs necessitate, at a mutually convenient time.

If it is felt that a child requires additional or different provision, the SENCO will discuss this with parents describing and explaining issues such as the school based response; the purpose of any intervention or programme or action; the involvement of any specialist agencies and the monitoring of the effectiveness of the provision and impact on their child's progress.

Parents are involved and fully informed at all stages. Through the graduated response of monitoring and reviewing progress, parents are encouraged to participate through a range of formal and informal opportunities such as conversations with the class teacher; homework/reading diaries; home/school link cards; discussion with support specialists and during parents' afternoons/evenings when One Page Profile targets are reviewed and discussed.

Parents have access to an independent source of information and support. In Plymouth, this is provided by the Plymouth Information and Advice for SEND Service. <https://www.plymouthias.org.uk/> Information about this service is detailed in the Plymouth Online Directory (POD). <https://www.plymouthonlinedirectory.com/> which provides parents with a wealth of information about SEN services in Plymouth.

CHILDREN:

Children are encouraged to become progressively more involved in setting and evaluating targets. Children's views are sought and recorded as part of the usual cycle of teaching when targets are evaluated and reset. These are recorded for all children on a One Page Profile. Some children with significant issues are supported to develop their 'one- page profile' through a Person Centred Plan as part of their individual target setting. A specialist ELSA TA acts as the 'Champion' for children developing their one- page profile through person centred planning. Five Emotional Literacy trained Teaching Assistants (ELSAs) support individual children with a range of emotional issues.

STATUTORY ASSESSMENT

Where a child has demonstrated significant cause for concern a proposal for consideration for an Education Health Care Plan (EHC) is made to the Local Authority. This is only undertaken following full discussion with parents and other professionals involved with the child. An EHC co-ordinator from the Local Authority then facilitates the EHC process. All EHC's are reviewed annually.

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