

BANWELL PRIMARY SCHOOL

SEND Policy

Last Update:
SEND Team
June 2020

Approved:
FGB
July 2020

Next Update:
June 2023

To be reviewed every three years and approved by FGB

Banwell Primary School
Special Educational Needs and Disability (SEND) Policy

Banwell is a “Learning without Limits” school. This means that we are passionate in ensuring that every child is enabled to do the very best that they can, and more. We are relentless in removing barriers to learning. We have a strong team of committed staff and a dedicated Pupil Support Team. We are committed to our vision;

Belong Believe Achieve

Our core values underpin everything we do:

Aspiration Confidence Courage Curiosity Kindness
Resilience Respect

Aims:

- To enable every child to experience success.
- To ensure that all children, whatever their needs, receive appropriate educational provision through a broad, balanced and creative curriculum that is relevant and differentiated as appropriate and demonstrates coherence and progression in learning.
- To give children with special educational needs equal opportunities to take part in all aspects of school life.
- To involve parents, carers and children in ensuring their special educational needs are met.
- To ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.

What is SEND?

“A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is different from or additional to that normally available to pupils of the same age.” SEND Code of practice 2014

Some children may start in Reception with identified needs or may have needs identified as they move through the school. Please see the SEND flow chart at the end of this policy.

For more information about our arrangements for children with SEND, please see the SEND Information Report published on our website.

SEN Provision: Roles and Responsibilities

Provision for children with special educational needs is a matter for the whole school. Outlined below, is more specific information about the responsibilities of each role.

Teacher Roles and Responsibilities:

All teachers are teachers of children with SEND. Teachers have overall accountability for SEND children's progress and are responsible for;

- **setting targets**
- **regularly reviewing progress towards targets (every 2-3 weeks)**
- **adapting/differentiating the curriculum and planning for all SEND children in their class, however complex their needs.**

All teachers must:

- ensure they keep up to date with information received from the SENCO and outside agencies and where appropriate incorporate advice into the Individual Education Plan as Smart targets.
- be familiar with children's Medical Health Care Plans.
- create Pastoral Support Plans/Dyslexia Friendly Support Plans where needed.
- record incidents of inappropriate/unusual behaviour on CPOMs.
- be willing to ask for support if/when needed.

Class Teaching Assistants Roles and Responsibilities:

- Familiarise themselves with background information relating to children's needs including EHCP and any reports and recommendations from outside agencies.
- Deliver support/interventions for children with SEND where appropriate.
- Support teachers in managing the assess, plan, do, review, cycle by recording annotations of progress towards targets and prompting teachers to set new targets when needed.
- Record incidents of inappropriate/unusual behaviour on CPOMs.
- Be familiar with children's Medical Health Care Plans.

SENCO & Pupil Support Team Leader Roles and Responsibilities:

- Coordinate SEND provision across the school.
- Keep up to date with latest legislation and advice for SEND provision.
- Evaluate and Monitor SEND provision across the school and report to the Governing Body.
- Lead & Manage the Pupil Support Team.
- Liaise with other SENCOs, Educational Psychologists, Advisory teachers, Speech & Language therapists and other support professionals/outside agencies.
- Oversee paperwork for referrals and Top Up Funding applications etc.
- Liaise with, support and advise school staff.
- Ensure information is distributed/shared with all relevant parties.
- Oversee the day to day operation of the SEN policy.
- Oversee the records of all children with special educational needs.
- Act as a link with parents.
- Act as a link to enhance smooth transitions between schools and Key Stages, including the transition from pre-school to school, and from KS2 into KS3. This will include liaison with pre-schools if children come into school on the LINK programme.
- Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contribute to the professional development of all staff.
- Meet regularly with the named governor with responsibility for special needs.

Pupil Support Team Roles and Responsibilities:

In addition to the SENCO & Pupil Support Team Leader. The Pupil Support Team has a full time Learning Mentor/Parent Support Worker, 1 Higher Level Teaching Assistant (HLTA) and several SEN Learning Support Assistants (LSA).

- Familiarise themselves with background information relating to children's needs including EHCP and any reports and recommendations from outside agencies.
- Deliver support/interventions for children with SEND where appropriate.
- Be familiar with children's Medical Health Care Plans.
- Record incidents of inappropriate/unusual behaviour on CPOMs.
- Act as a link with parents.

In addition the HLTA/ Learning Mentor

- Liaise with, support and advise school staff.
- Contribute to the professional development of all staff.

The Governing Body Roles & Responsibilities:

The governing body has due regard to the 2014 Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body

- identifies a governor to have specific oversight of the school's SEND provision
- ensures that all teachers are aware of the importance of providing for these children.
- ensures that parents are notified of a decision by the school that SEN provision is being made for their child.
- does its best to secure the necessary provision for any pupil identified as having special educational needs and disability.
- consults the LA and other schools when appropriate.

The governing body is advised how the funding allocated for special educational needs and disability has been employed.

Evaluating Success:

The success of Banwell School's SEND policy and provision is evaluated through:

- Monitoring classroom practice by the School Leadership Team.
- Analysis of pupil tracking data.
- The school self-evaluation mechanisms e.g. Action plan
- Frequent meetings of parents and staff, both formal and informal, to plan and review IEPs, revise provision and celebrate success.

How Does Banwell School Support Children With Additional Needs?

If parents/carers have concerns about their child not making progress and/or the child's teacher notices the child is not making expected progress, then an informal discussion takes place between parents/carers and class teacher

If appropriate, concerns shared in school at pupil progress meeting

If necessary, an Accelerated Learning Plan identifying area(s) of specific concerns and steps to resolve is agreed and discussed with parents at parents' evening

Accelerated Learning Plan Review

Child making progress but not yet in line with age related expectations but school/parents/carers have no major concerns

Child Making Expected Progress

Child not making expected progress/responding to interventions and there are underlying concerns raised by school or parents/carers

Arrange meeting with parents, class teacher and SENCO

Agree together if your child has a special educational need

Add child to the school SEND Register

Individual Education Plan (IEP) including; Pupil Profile, SMART targets and/or pastoral support plan

Parents invited to meet with SENCO, as well as class teacher, at every parents' evening and IEP monitored by SENCO

Special Educational Needs already identified by outside agency or previous educational setting

Shared at Parents Evening

Class teacher continues to monitor as part of class provision