

BOZEAT COMMUNITY PRIMARY

**POLICY FOR
SPECIAL
EDUCATIONAL
NEEDS AND
DISABILITIES
(S.E.N.D.)**

Bozeat Community Primary School & Nursery

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Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 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 (2014).

This policy was created by Ms Mohan, the schools SENCO with the SEN Governor in liaison with the SLT, it was written as a guidance for staff, parents or carers and children with reference to the following guidance and documents:

- 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.
- Children and Families Act 2014.

Sen Information Report:

SENCO: Ms Mohan.

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Status: National Award for SEN (NASENCo award)

Ms Mohan is a member of the SLT: Senior Leadership Team. *Role of the SENCO in Schools SEND Code of Practice, 6.89*

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Inclusion statement:

At Bozeat Primary and Nursery school, we endeavour to achieve maximum inclusion of all children, including vulnerable learners whilst meeting their individual needs.

- Every teacher is a teacher of every child or young person including those with SEN.
- All teachers will provide differentiated learning opportunities through the creative curriculum including materials for all to ensure that all children have full access to the school's curriculum.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- At Bozeat, we focus on individual progress as the main indicator of progress. This is achieved through our tracking system Insight.
- It is our responsibility to identify a clear distinction between 'underachieving' and special educational needs and ensure that appropriate interventions are put into place.
- Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients.

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Aims and Objectives of this Policy

The aims of our inclusion policy and practice at Bozeat Primary and Nursery School are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To raise the aspirations of and expectations for all pupils with SEN.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- To provide a focus on outcomes for children and young people and not just hours of provision/support.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically ALL teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

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The kinds of Special Educational Needs which are provided for in our school:

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Historically we have had success in providing for a wide range of different needs.

- This has included pupils with:
 - Dyslexia
 - Autistic Spectrum Disorders
 - Dyspraxia
 - Visual Impairment
 - Hearing Impairment, including the use of FM systems and audio aids.
 - Downs Syndrome
 - Medical Needs impacting on learning
 - Significant speech delay

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget.

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Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

At Bozeat we must also consider what is not seen as SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to child or young person's behaviour within our setting should be described as an underlying response to a need which as a provider will be able to recognise and identify clearly as knowledge of the child has grown and know the child/young person well.

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A Graduated Approach to SEN Support

The process by which Bozeat Primary identifies and manages children and young people with SEN and places them on the SEN register includes:

- Identifying children and young people with and assessing their needs.
- Arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Our approach to teaching children and young people with SEN.
- How adaptations are made to the curriculum and learning environment of children and young people with SEN.
- How our school evaluates the effectiveness of its provision for children and young people with SEN.
- At Bozeat, we strive for quality first teaching and the role of the class teacher/subject specialist teacher in providing for all pupils – the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) Pg. 88 Section 6.37.
- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, including differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

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- Regular and careful reviews the quality of teaching for all pupils, including those at risk of underachievement are taken throughout the year. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- How Bozeat Primary decides whether to make special educational provision includes involvement of the teacher and SENCO, who consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, we draw on more specialised assessments from external agencies and professionals, such as an Ed Psychologist, speech therapist or an Early Assessment team.
- As a school/setting we apply the **ASSESS – PLAN - DO – REVIEW cycle**.
- Parents, families, children and young people are completely involved in this process. This is necessary so they fully understand the process and what is involved.

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Managing pupils needs on the SEN register:

At Bozeat Primary school we strongly believe that early identification of any additional need is vital. Many of the children who join our school have already attended an early education setting and some children join us with their needs already identified and assessed. In any case all our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. All children on the additional needs register and those pupils identified in termly pupil progress meetings.

All children in KS2 who are on the Additional Needs register, those involved in intervention programmes and those identified in termly pupil progress meetings will be screened for Dyslexia using the Pearsons DST-J Scorer. The test is not suitable for children under 6 years old. This test gives an indication of whether a child may be dyslexic. It does not formally assess them. Should a child present with dyslexic tendencies, further advice will be given and a decision will be made with parents whether a full assessments needs to be undertaken. If the child is experiencing significant delay and their national curriculum levels are well below that expected of them for their age, advice from an Educational Psychologist may be sought.

All children within the school have a person centred plan, completing a one page profile. This is the base for the children's learning journeys and provision maps. These must be evidence based and be living records which informs us exactly what needs have been identified, how to remove key barriers to learn effectively. The learning journey must include clear outcomes to be achieved within an agreed time frame, who is responsible for maintaining and updating the learning journey.

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This will be completed by the class teacher and supported by the SENCO. All teachers are accountable for evidencing progress according to the outcomes described in the journey and keeping the journeys up to date. The learning journeys are reviewed termly and should feed into the pupils progress meetings. Parents are involved throughout the entire process and are required to sign the learning journey every time it is reviewed.

The SENCO monitors the progress and provision of all children on the SEN register. This involves, SEN learning walks, book scrutiny, talking with the children about their views on their progress and the support they receive, parental feedback and termly meetings with teachers and support staff.

The SENCO works closely with the Head teacher, leadership team and the SEN Governor to evaluate the effectiveness of our provision for children with SEN. Data and progress of individuals is tracked closely. Liaison with parents is given high priority. The APTGO audit tool, designed by the Eastern Leadership Centre is also used to evaluate the effectiveness of provision. This is an audit and planning tool for good and outstanding provision in SEN. This audit is carried out by the SENCO, Leadership Team and SEN Governor on a termly basis and an action plan is devised based on the outcomes.

Supporting pupils and families:

The school aims to work in partnership with parents and carers. We do so by:

- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.

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- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Working effectively with all other agencies supporting children and their parents.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets and stepping stones. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them. This is done through our tracking system, stepping stones.
- Self-review their progress and set new targets.

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Supporting pupils at school with 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 (2014) is followed.

Training and resources:

- Training needs of staff are identified and planned in their performance meetings. Training is constantly monitored by the Head teacher and offered to staff when available.
- 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.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

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- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.
- Nasen membership.

Roles and responsibilities:

SENCO:

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a statement of special educational need.
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.

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- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Monitoring the school's system for ensuring that learning journey Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section on learning journey plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- Liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCO network meetings and training as appropriate.
- Liaising closely with a range of outside agencies to support vulnerable learners.

Head teacher / Governor

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The head teacher and the governing body will delegate the day to day implementation of this policy to the SENCO.

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- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision.
- The school link Governor is kept inform by liaising with the SENCO, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

Class teacher

Is to liaise with the SENCO to agree:

- Which pupils in the class are vulnerable learners.
- Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans).

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies” (SEN Code of Practice 2014).

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- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Working with outside agencies:

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including:

- CAF team
- CAMHS
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.).

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We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. This is the SENCO.

Complaints:

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary.

In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Storing and managing information:

All documents are stored in a locked cabinet within the SEN office. There is restricted access to these documents. All paperwork is treated as confidential and are shared in line with our confidentiality policy. This information is passed on to the new setting if the child moves to another school.

Reviewing the policy:

This policy will be reviewed annually.

D. Mohan

Agreed by governors: (To be ratified at next FGB meeting)

To be reviewed: October 2019

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