



Baines' Endowed Church of England Primary Academy

SEN Policy

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2015
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49:2014
- The SEN information report regulations 2014
- Teachers Standards 2012

This policy should read in conjunction with the following school policies and documents:-

Anti-bullying Policy, Accessibility Plan, Medical Policy, Inclusion Policy, Medical Policy, and Behaviour Policy



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Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Baines Endowed has a Children Centre and a Nursery, which caters for two to four year olds and is structured as follows:

Nursery – Toddlers and Preschool – Nursery Lead Rebecca Duckworth

Early Years Leader – Nursery and Reception – Mrs Spedding

Key Stage One - Years One, Two and Three – Key Stage Leader Mrs Littler

Key Stage Two – Years Four, Five and Six – Key Stage Leader Mr Rose

A staff list can be found on the school website

<https://bainesendowedblackpool.co.uk/>

Section A – Special Educational Needs Provision at Baines' Endowed C.E Primary Academy.

Intent:

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:



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Generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service and truthfulness.

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation Stage and National Curriculum in line with the Special Educational Needs Code of Practice.

1. Objectives

To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best.

To identify and assess children with SEN as early as possible by gathering information from parents and other agencies.

To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.

To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do and review; ensuring that there is careful monitoring and assessment throughout their time at the school.

To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

That where possible pupils participate and are involved in the process of information gathering and reviewing progress at least twice a year.

To ensure funding is allocated to provide high quality provision for those identified as SEN.

To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.

To ensure that support agencies are used effectively.

To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEN can achieve their best.

To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.



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To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.

2. How we aim to meet these objectives:

Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.

Ensuring clubs, trips and activities offered to children at Baines' are available to children with SEN. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

Early identification of pupils who need extra help through ongoing teacher observation, assessment, discussions with parents and information gathered from outside agencies.

We work to ensure that our approach to teaching and learning is of a high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations, learning walks, and whole school monitoring.

Ensuring that all staff receive training on the expectations of the recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEN.

We follow the advice in the National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with SEN. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education Health and Care Plans (EHCP).

Planning and reviewing of Provision Maps and targets for all pupils with SEN will take place a minimum of twice a year, involving both parents and pupils as much as possible.

Ensuring that advice from outside agencies is sought and incorporated into Provision Maps.

To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.

Monitoring the provision and progress of pupils with Education Health and Care Plans (EHCP).

Ensuring that SEN is featured in the School Development Plan, reflecting the training needs of all staff.



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Ensuring that we have high expectations of pupils, set suitable challenging targets with monitoring meetings including SLT, Phase Leader, SENCO, and Class Teacher.

Ensuring that all staff share good practice.

Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.

Supporting social, emotional and mental health through the provision of nurture groups and social skills groups.

Section B – Arrangements for full access to a broad and balanced curriculum

Implementation:

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2015)

All children are entitled to full and equitable access to the National Curriculum and high quality teaching.

This links to the school's Inclusion Policy, Medical Policy, Anti-Bullying Policy and Behaviour Policy.

- All efforts are made to overcome individual pupils' barriers to learning.
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classrooms resources are organised in such a way to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used including auditory, visual and kinaesthetic.
- The successes and achievements of all pupils are celebrated through the school's reward system.
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued.
- A range of different organisational settings are planned to provide class, group, paired and individual work.



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When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

Section C – Identification, Assessment and Response



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Flowchart for identification and support of SEN at Baines'

All children receive high quality teaching. Work is differentiated and personalised where needed.

Quality of the teaching and the progress of the child is monitored.

SEN is identified through monitoring of progress and development.

Where a child is making inadequate progress, given their age and starting point extra help should be given.

SENCO assesses whether a child has a significant learning difficulty. SEN support is agreed.

Once a Potential SEN is identified 4 actions take place.

Assess

Plan

Do

Review

If little or no progress is made school consider the advice and support from outside agencies and specialists.

Referral for an Education, Health and Care Plan



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1. Identifying needs at Baines'

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2015.

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

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Baines' Endowed but we consider the needs of the whole child, which will include not just the special needs.

The SEN Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

2. Assessing needs

If a child does not make adequate progress compared to peers, their starting point or previous attainment - this would raise concerns that they have learning difficulties.

Baines' Endowed aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and individual assessments if requested by the class teacher.

Each term, following formal assessments, pupil progress meetings are held to review the progress of every child in the school between the class teacher and the pupil progress leader.

During Parent's Evening, parents are consulted to gain their insight into their child's progress. If, after consultation with parents, a child has underlying needs then he/she



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will be put on the SEN register and a Provision Map is completed to identify how the needs are to be addressed and outcomes identified. Parents will be invited to SEN reviews held in the Autumn and Summer Terms.

3. Graduated Response

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

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. (Code of Practice 2015)

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's provision map and Plan, Do, Review paperwork.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Provision Map with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to



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the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by the class teacher and other staff and summarised on the Provision Map in preparation for the termly progress review.

Review

Reviews will be undertaken in line with the agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will take account of the views of the pupil and their parents through Person Centred Planning Meetings. If necessary, outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working below age related expectations. Advice is incorporated into the child's individual planning and targets.

The majority of children and young people with SEN will have their needs met within school – effectively at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEN budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources, he or she will not be identified with special educational needs and be removed from the SEN register.

However, the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Baines' Endowed. Where this is the case, we will gather all the information in the format required by the Local Education Authority to request and assessment of education, health and care needs.

Referral for an Education, Health and Care Plan (Statutory Assessment)

If a child has significant long-term difficulties he/she may undergo a Statutory Assessment process by the Local Education Authority which is usually requested by school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals. (See Flow Chart)
A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEN budget.



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Section C: Managing pupils on the SEN register

1. Arrangements and responsibilities for coordinating and monitoring the graduated response.

General Monitoring

It is the responsibility of the SENCO to update information about pupils on the SEN register every term through the monitoring of the SEN paperwork. Class Teachers and/or SENCO will meet with parents twice a year during the SEN review.

a) The Class Teacher

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEN to SENCO

Planning and delivering differentiated interventions for all pupils with identified SEN. These should be additional to or different from those provided as part of the school's differentiated curriculum.

Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.

Informing parents of concerns and the intervention that are proposed and involving them in any reviews of their child's progress.

Monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.

Completing SEN documentation and liaising with the SENCO, parents and pupils.

Collaborating with the SENCO to match classroom provision to the specific needs of the pupil.

As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.



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Planning with special support assistants (SSAs), teaching assistants and nursery nurses to ensure quality provision for pupil with SEN focused on outcomes.

Regularly reviewing the support provided by staff and the impact on the progress of SEN pupils.

The SENCO and class teachers are responsible for the timetabling and directed work load of the additional staff.

b) Special Support Assistants (SSA), Teaching Assistants (TA) and Nursery Nurses (NN).

They are responsible for the following: -

Collecting evidence of progress through observations both formal and informal

Alerting the class teacher to concerns which have been observed through close working with pupils

Tracking progress towards outcomes set by a class teacher or SENCO for specific SEN pupils

Providing effective feedback to the teacher on interventions

Collaborating with SENCO to match classroom provision to specific needs of the pupil

Contributing to progress reviews or Person Centred Planning reviews

c) The SENCO

In line with the recommendations in the SEN code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

Maintenance and analysis of the SEN register

Identify through provision mapping 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

Coordinating provision for children with special educational needs



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Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning

Managing and supporting other classroom staff working with vulnerable learners

Overseeing the records on all children with Special Educational Needs

Liaising with and advising all staff on the graduated approach

Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views on progress

Overseeing and supporting staff in identifying key needs and outcomes to be recorded on Provision Maps

Reviewing progress against expected outcomes as identified on Provision Maps by the class teacher; ensuring learning objectives are revised and reviewed

Contributing to the in-service training of staff

Implementing a programme of Annual Review/Person Centred Planning reviews for all pupils with an Education Health and Care Plan

Implementing a programme of six monthly reviews for Early Years pupils with an Educational Health Care Plans

Carrying out referral procedures to Blackpool Borough Council Local Authority to request High Needs Funding 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 long term support

Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEN or vulnerable learners

Working with Early Years staff and Blackpool Early Years Special Educational Needs and Disability Team to ensure successful transition into school/nursery or from other Early Years settings for children identified with a SEN or disability

Ensuring interventions for SEN pupils are effective and evidence based

Evaluating the impact and effectiveness of additional interventions for SEN pupils

Arranging specific SEN resources

Key point of contact with external agencies, especially the LEA



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Liaising closely with a range of outside agencies to support SEN/Vulnerable learners in consultation with parents
Attending LEA SENCO Cluster meetings and training as appropriate
Liaising with the school's SEN Governor, Mrs Taylor, keeping her informed of current issues regarding the provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
Liaising with the school nurse to ensure medical care plans have been completed and information is shared on a need to know basis
Working as part of the Senior Leadership team to ensure SEN information is shared with staff and SEN is included in the school development plan
Reviewing the SEN policy and ensuring up to date information is on the website

d) Key Stage Leaders

The Key Stage Leaders are responsible for the following in their Key Phase

Liaise with the SENCO to timetable and direct work of support staff working in their phase
Identify vulnerable learners in their phase who are not on the SEN register to ensure they are making adequate progress
Monitor the outcomes of additional support for vulnerable learners
Work with the SENCO to ensure Provision Maps and Targets are up to date
Lead termly Pupil Progress meetings
Support teachers in their phase with parent meetings as requested
Ensure that any special arrangements are in place for SEN pupils when taking formal tests: Baseline assessments in Reception, Phonics test in Year One and formal end of KS1 and KS2 tests

e) Members of the Senior Leadership Team

- ___ The day-to-day management of the SEN Policy and the Disability Equality Duty Scheme and Accessibility Plan
- ___ Allocate and monitoring appropriate resources for SEN from the delegated budget and statement funding with the SENCO



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- ___ Ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards, lesson observations and learning walks
- ___ Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through
- ___ Reporting to Governors on procedures and SEN resourcing

f) The Governing body is responsible for:

- Ensuring that the best possible provision is made for all pupils with SEN
- Monitoring the quality of SEN provision
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated
- Ensuring the integration of pupils with SEN in the school community
- Ensuring the budget for SEN is allocated appropriately
- Electing a designated SEN Governor to liaise with the SENCO

2. Admission Arrangements

Pupils identified with low-level SEN have the same rights of admission as all other prospective pupils.

Pupils with an Education Health and Care Plan are admitted following the school's admission policy ensuring that school then works to meet their needs under the SEN Code of Practice (2015).

3. Transitions

Early Years staff make contact with other Early Years providers in the term before the child enters into Reception. A visit to the Nursery setting will be made for exchange of information. Additional visits can be made for children with identified SEN.

Close links exist with the secondary schools to which pupils transfer in September each year.

Meetings are held with the SENCO of the High schools at which documents are discussed and exchanged.

Additional visits are made for pupils with identified SEN and the Secondary SENCOs are invited to attend any SEN reviews held in the Summer term.

Section D: Supporting Pupils and Families



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Blackpool Borough Council local offer can be found on the Blackpool Borough Council website

<http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer.page>

1. **Contacts and meetings**

Parents and carers are always welcome at the school. At Baines' Endowed working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those with special needs; therefore we maintain an open door policy.

There are regular, planned meetings with parents in the Autumn and Spring term to set up and review progress documented in the Provision Maps. Pupils and parents are both involved in the target setting and review process.

Day to day contact with parents is verbally at the end of the school day. A communication book could be set up as a more efficient way of sharing information. Written reports are issued at the end of the year in July.

For children with Statements or Educational Health and Care Plans, the annual review will be held around the anniversary of the date of issue and a representative from the Local Authority SEN team is invited to attend. For Early Years children with Educational Health and Care Plans there are six monthly reviews.

Parents/Guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years SEND Team; these may take place in the EYs setting or at home.

Following consultation parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

2. **Support and advice**

The school recommends and introduces parents to the service of the Special Educational Needs and Disability Advice and Support Service (SENDIASS) who supports parents with SEN issues and is independent of the school and the LEA.

Julie Lavelle: 07468472929 or Will McGhee: 07391861744

3. **Parent and pupil views**



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One of the key principles of the 2015 Code of Practice is that it puts children, young people and their families at the heart of this legislation.

At Baines' Endowed parents' opinions and aspirations for the children will be taken seriously.

In the four-part cycle of the assess-plan-do-review parents will have the opportunity to be part of the planning process for both short and long term outcomes.

For formal annual/interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The SENCO will discuss this process with them before an application is completed and support can be arranged if required.

4. Dealing with complaints around SEN

Parents/carers complaints are dealt with at the school in the following ways:

Discussed informally with the Class Teacher and/or the Key Stage Leader

Referred to the SENCO

Referred to the Headteacher

In writing to the Governing Body

The parents may contact Cidari Education LTD The Multi Academy Trust for Blackburn Diocese

The parents may contact the LA who will then contact the school

The parents may go to the SEN/Disability Tribunal.

At any stage in the complaint process parents may request the advice and support from the Special Educational Needs and Disability Advice and Support Service (SENDIASS).

Section E: Supporting pupils with Medical Conditions or a Disability

Baines' Endowed recognises that children with medical condition should be properly supported so 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, Baines' Endowed will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or Education Health and Care Plan which brings together health and social care needs, as well as their



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special education needs provision: Baines' Endowed follows the 2015 SEN Code of Practice for these children.

Section F: Storing and managing information

Impact:

The progress of the children will be closely monitored during Pupil Progress meetings and at the end of each academic year.

Information at Baines' Endowed is stored in line with Cidari Education LTD policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis.

Class teachers have the most recent and relevant documents stored in their classrooms.

More sensitive information is stored in a locked filing cabinet in the SEN office.

Medical information is shared with all staff who work with the child and the Medical care plans are stored in the classroom and office in case of emergency.

Review

This policy will be reviewed annually or as appropriate, by teachers and governors, in consultation with the Headteacher. Policy last updated January 2020.

The SEN Policy at Baines Endowed C.E. Primary School will be reviewed and modified on a regular basis at least every two years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet, adding the date and signing where indicated.

Name of person responsible for this policy: Mrs A Collison SENCo