

Burrowmoor Primary School

A member of the Active Learning Trust



Statement / Policy Summary	
This policy looks at the school's approach to Special Educational Needs / Disabilities provision and approach within school.	
Date ratified:	Summer 2022
Date of review:	Summer 2023

Equalities Impact Statement	
Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	Yes
If 'yes', are these clearly described and their impact assessed?	Interwoven throughout.

1. Policy Information

Our school SENDCo is Miss Gemma Angier. She is fully accredited with the National SENDCO Award and a member of the Senior Leadership Team within the school. Contact with the SENDCo should be made via the school office on 01354 652330 or sendco@burrowmoorprimary.org

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (September 2015)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (September 2017)
- The National Curriculum in England, Key Stages 1 & 2 (July 2014) • Safeguarding Policy
- Accessibility Plan
- Teachers Standards (June 2013)

This policy was created by the school's SENDCo in consultation with the school's Interim Executive Board and school staff, reflecting the SEND Code of Practice 0 – 25 (2014) guidance.

2. Introduction

At Burrowmoor Primary School, we are committed to providing a high quality, broad and balanced curriculum for all children; the National Curriculum is the starting point for all children's learning.

At any point during their school life, a child may have particular learning needs which require additional or different provision. All staff recognise that every child is different and has abilities and areas needing development which need to be adequately addressed by their class teacher. We believe that 'every teacher is a teacher of every child or young person including those with SEN' (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014), class teachers are responsible for the learning and progress of all children. The school's SENDCo and Senior Leadership Team support teachers to provide strategies and additional provision to enable all pupils to make progress.

Children with special educational needs have learning difficulties that require extra provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if they have:

- Significantly greater difficulty in learning than the majority of children of the same age;
- A disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for other children of the same age in schools within the area of the Local Authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy ensures that curriculum planning for children with special educational needs and disabilities (SEND) takes into account the type and extent of any difficulties experienced by the child. The school will ensure that parents/carers are involved in decision-making, where necessary and possible, about SEND provision being made for their child. All children with special educational needs and disabilities (SEND) will be admitted to the school in line with the school's agreed Admissions Policy, as identified in the school prospectus.

3. Aims

Burrowmoor Primary School aims to:

- Support every child to achieve their full potential;
- Promote the self-esteem and motivation of all children, enabling them to fully access school life;
- Identify children's additional needs as early as possible and implement appropriate support;
- Listen to the views and opinions of the children and involve them in the planning of their education;
- Work closely with parents to ensure children's needs are met.

4. Objectives

- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives from the school's curriculum;
- The curriculum, for children with additional needs, will be delivered by breaking work down into smaller steps so that the level of the task matches the ability of the child and enables them to make progress appropriate to their level of working;
- The specific individual needs of all children will be taken in to account when planning learning activities;
- The SENDCO alongside class teachers and support staff will organise effective use of people, interventions, and resources to maximise the learning of all children;
- The school will liaise with other agencies such as the Specialist Teaching Team, Educational Psychologists, Health and Social Care, Community Paediatrics and any other relevant organisations to provide more specialist support where the school feels there is significant need and the child meets the different agencies' thresholds for involvement.

5. Identification of Special Educational Needs

At Burrowmoor Primary School, we will endeavour to identify pupils with SEND as soon as possible in their educational career although we recognise that the needs of some children will only become evident as they develop and grow older. Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and / or Mental Health Difficulties (SEMH)
- Sensory and / or Physical Needs

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. A range of evidence is collected through the school's assessment and monitoring arrangements. We provide and monitor high quality teaching, differentiated for individual children's needs as a first step in supporting a child's SEND. If it is agreed that the child needs support that is additional to and different from that provided provision the child will be entered onto the schools SEN Register and a SEN learning Plan will be developed.

Other factors which may impact on progress and attainment are - disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Child in Care, being a child of a Serviceman/woman, but are not necessarily SEN.

6. Management of children with SEND

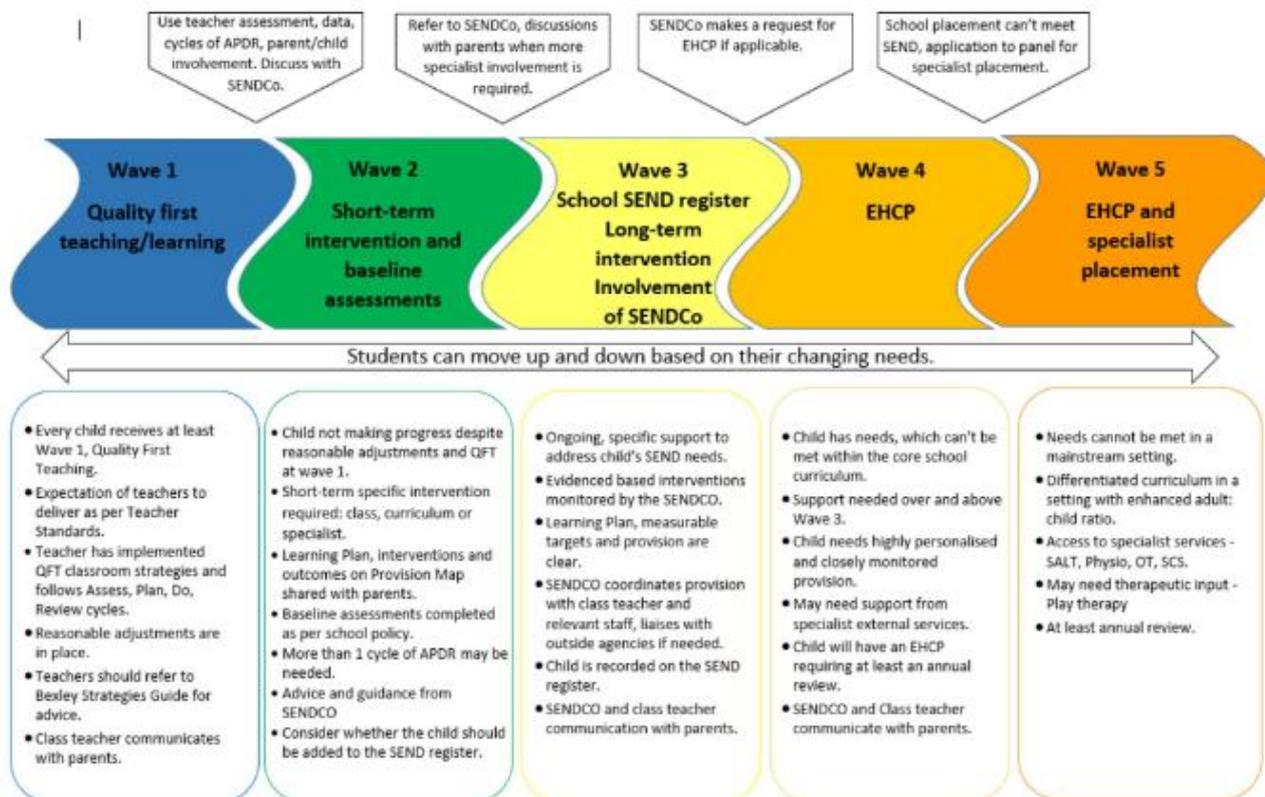
The class teacher is responsible and accountable for the progress of all children in their class. The progress of all children with SEND is tracked by all leaders and teaching staff. This will be reviewed and discussed as part of an Assess, Plan, Do and review cycle with the Headteacher, Deputy Headteacher and SENDCO in Pupil Progress Meetings.

Support and training may be offered to the class teacher to improve their understanding of strategies to support specific children. Where progress does not improve despite planned provision a child may be placed on the school's SEN Register. The school, child and parents work together in setting appropriate targets and provision for the child, forming an SEN Support Plan. Referrals to outside agencies may be contacted for further guidance. The school will make reasonable adjustments for all children with SEND.

Where the needs of the child are broader or more complex and/or a family may want to access specialist schooling a child may be put forward for an Education and Health Care Plan (EHCP).

Our approach to SEND provision at Burrowmoor Primary School follows the Wave Model.

Burrowmoor's Wave Approach to SEND Provision based on the Active Learning Trust's design.



The school uses the ASSESS – PLAN – DO – REVIEW (APDR) model outlined in the SEND Code of Practice 0 – 25 (2014). Where a child has been identified as having SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They ensure high quality teaching and learning opportunities that are differentiated to the needs of the individual child are provided;
- The class teacher and SENDCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention to best support the child on a half-termly basis;
- The class teacher will meet with the parents of the child to discuss and agree the strategies to be used. This will be recorded on an APDR document which will be reviewed on a termly basis.
- The SENDCO will deploy appropriate support through intervention programmes and will monitor the quality of that provision;
- Regular feedback between class teacher and support staff involved with the child will ensure continuity in learning for the child;
- The SENDCO will keep records of the progress made through the support and interventions in place;

- The class teacher will use formative assessment strategies to monitor progress made towards targets and adapt where necessary.

Following review meetings between teachers and parents, the SENDCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENDCO and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENDCO in identifying specific difficulties whereby in-school assessments will be used. Where the SENDCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENDCO will refer the child to the appropriate external agency.

7. Managing the SEN register

The SENDCO will keep an up-to-date list of pupils who are identified as having SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly following meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support received: either SEN Support or Education Health and Care Plan (EHCP). A pupil categorised as receiving SEN Support may be supported by school via Assess-Plan-Do-Review cycles only or they may also have involvement from an external agency.

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents are also able to make their own request for assessment for an EHCP.

Where the SENDCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be taken off the SEND register.

8. Supporting children and families

Parents can find information about how the Local Authority support families via the school website or by following the link: www.cambridgeshire.gov.uk/send

Parents can also read the school's SEN Information Report which is published annually on our website.

9. Supporting children with medical conditions

The school recognises that children at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education.

Some children will have their medical conditions recognised by their Education, Health and Care (EHC) plan. 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.

Please refer to our School Medical Conditions Policy.

10. Monitoring and Evaluating

To ensure the quality of our SEND provision, the school will conduct regular audits involving the SENDCO, Deputy Headteacher and Headteacher.

These will involve:

- Lesson observations and Learning Walks;
- Book scrutiny;
- Data analysis;

- Feedback from pupil progress meetings;
- Feedback from parent/child views;
- Monitoring staff training;
- Data analysis of intervention programmes;
- Termly SENDCO network meetings/

11. Training and Resources

The training needs of staff are identified through the School Development Plan, Performance Management Reviews and the needs of individual children. The SENDCO accesses CPD as required and attends regular briefings and network meetings to keep up to date with local and national updates in SEND.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

Teaching Assistants are allocated to support within year group teams. Class teachers within a year group will plan the best use of TA time and allocate accordingly. Where needed, additional support may be allocated to a particular class for individual or groups of children with particularly complex needs or disabilities.

12. Storing and Managing Information – Confidentiality

Information collected about a child's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents, the Head teacher and the SENDCO.

The SENDCO holds central records relating to pupils with SEND. This will include copies of all Learning Plans, Passports, Assess-Plan-Do-Review cycles, EHCPs, Early Help Assessments and advice from external agencies. Where appropriate, school-based assessments will also be kept. These files will be kept in the SENDCO's office. Electronic files will be kept securely on Provision Map, software created by Edukey.

13. Accessibility

Please look at the school's accessibility plan which can be found on the school website.

14. Complaints

Should parents or children be dissatisfied with the support provided they should discuss their concerns with the school. If for whatever reason this does not resolve the issue, they may make a formal complaint via the school's complaints procedure.