

Burton Agnes C of E Primary School



SEND Policy

September 2020

SEND Policy

Defining Special Educational Needs and Disabilities (SEND)

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.

There are four broad categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

There are two stages of SEND support:

- SEN support
- Education Health Care plan.

School Ethos regarding Children with Special Educational Needs and Disabilities. (SEND)

It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to social and economic well-being in adult life.

The school supports this aim by:

- Planning curriculum delivery to meet the needs of all pupils, by considering different learning styles and differentiating tasks.
- Identifying barriers to learning.
- Working with parents or carers to identify and meet children's needs.
- Assessing children's needs through testing and observation.
- Providing staff with appropriate special educational needs training and information.
- Monitoring children's progress using Passports to Success (IEP) which are reviewed three times a year.
- Working in co-operation with the Local Authority and other external agencies.
- Seeking advice and support from outside agencies as appropriate.
- Involving children in planning support, target setting and reviewing progress.
- Ensuring the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources.
- Ensuring that pupils with SEND are kept safe at all times within the school environment and are able to integrate as fully as possible with school life and have equal opportunities.
- Ensuring that all pupils are enabled to enjoy their time at school.

The SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice with the Equality Act 2010.

How is SEND identified?

All children's progress is monitored closely throughout the year. Formal teacher assessments are carried out termly to assess children's current understanding of reading, maths, writing and spelling as well as day to day observations. If a child is identified as not making expected progress they will initially be discussed at whole staff pupil progress meetings or with the SENDCO and Head Teacher. From this point appropriate interventions are put in place to allow children to 'catch up.'

Children with SEND are identified by:

- Progress being monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of quality first teaching they are discussed with the SENDCO and Head Teacher and a plan of action is agreed.
- Class teachers may identify a child that is not making expected progress, given their age and individual circumstances, and will seek to identify a cause.
- Sometimes parents ask us to look at their child's learning.
- Day to day observations that highlight an area of need that may not be linked to academic progress.

If a child is identified as having SEND, in collaboration with parents they will be placed on the school SEN register at SEN support and appropriate interventions will be put in place.

At times it is appropriate to seek the advice of external agencies such as the school Educational Psychologist. They are in a position to carry out particular testing to identify more specific condition/learning difficulties.

If a child fails to make progress, in spite of high quality, targeted support at SEN Support, we may then apply for the child to be assessed for an Education Health Care plan. Generally, we apply for an EHC plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

If the application for an EHCP is successful, a member of the local authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as their barriers to learning. Following the meeting, the Local Authority will produce the EHC plan which will record the decisions made at the meeting.

As a school how do we approach SEND?

Support Available

We have many interventions that run before and during the school day. These are based on individual need and can be to support academic subjects such as reading or can be to support individual children socially and emotionally. The concept of these interventions is to assist children in closing the gaps in their learning. Not all children respond to a particular intervention so at times it is necessary to modify them slightly or try a new approach.

How will the school ensure all staff are aware and understand my child's SEND?

Pupil Progress meetings are held termly with all teaching staff in school. At these meetings specific needs are discussed along with the strategies that have been used. If a child has a medical disability their needs are made known to all relevant people and a Health Care Plan is created and reviewed annually, highlighting how to support the child. We often invite professionals into school to discuss conditions such as diabetes, asthma and epilepsy to ensure staff knowledge is secure.

How will the school communicate with parents/carers if there are concerns about a child's learning?

If there are concerns about a child's progress often the class teacher will contact parents to discuss progress. If there are further concerns a meeting may be held between parents, the class teacher, the Head Teacher and the SENDCo. This meeting would help to identify the next steps in ensuring appropriate support is put in place.

How is support allocated?

All teachers at Burton Agnes Primary School are teachers of SEND. However, there are times when extra support is needed to ensure children reach their full potential. One way of doing this is to provide teaching assistant support where it is most required.

In school we have two members of staff that are trained as ELSAs (Emotional Literacy Support Assistants). ELSA sessions can support a child who is struggling with on-going emotional difficulties that may be impacting their ability to learn. They can also support children with extremely emotive situations such as bereavement.

Other people and organisation that provide services to our school.

We welcome the support of outside agencies and work closely with the staff from the Educational Psychology Team, Behaviour Support Team, Speech and Language service, Child and Adolescent Mental Health (CAMHS), Youth and Family support workers, Children's Centres, Sensory and Physical Support Team (SAPTS) social care, Cruse Bereavement and health professionals.

How is our school accessible to children with SEND?

At Burton Agnes Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

All of our classrooms are inclusive friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

Our school does have a number of steps which, at present, is not wheelchair accessible.

All of our children have access to the full national curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be modified or presented in different ways to make them more accessible such as using coloured paper or enlarged print.

Training and Resources

Staff development is very important at Burton Agnes. Therefore, we invest in professional development for all staff. Staff have access to internal training opportunities along with training provided by outside agencies and the local authority. Training has covered areas such as dyslexia, Autistic Spectrum Disorders, speech and language, ELSA, Social groups and attachment.

Roles and Responsibilities

SENDCo - Mrs Jo Kemp

- Supports teachers with the identification of barriers to learning and SEND.
- Ensures the SEND policy is in place.
- Arranges diagnostic testing with outside agencies.
- Liaise with Head Teacher, class teacher, outside agencies and other professionals.
- Organises annual reviews in a child centred way.
- Conducts passports reviews three times a year with parents, class teachers and the child.
- Alongside the Head Teacher, provides evidence of progress of children with additional needs.
- Informs Governors of SEND issues.
- Liaise with secondary school to ensure a smooth transition for children with SEND.
- Ensures all paperwork related to EHC plans is up to date.
- Completes referrals to outside agencies.

The Child

- Be aware of their targets and discuss them with class teacher and SENDCo.
- Attend review meetings if appropriate.

Class Teacher

- Adapt teaching approaches and the classroom environment to reflect the range of needs within the class.
- Be aware of the school's SEND policy.
- Provide feedback on passport targets and help set new ones in consultation with the SENDCo, child and parents.
- Monitor progress.
- Attend annual reviews.
- Identify additional support required.
- Update the SENDCo of any new or changing needs.

Teaching Assistant

- Be aware of the school's SEND policy.
- Liaise with the class teacher and SENDCo about individual children.
- Record progress of the children as required by the class teacher, SENDCo or other professionals.
- Attend annual reviews where possible.
- Support children as stated in their passport. (Interventions or 1:1 support)

Parents

- Support the child as necessary.
- Liaise with the school as necessary.

- Attend reviews/ meetings on a regular basis.

SEND Governor - Mrs Joanne Thompson

- Meets regularly with the SENDCo
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Governors

- Ensure provision is made for children with SEND

How will children be supported during transitions to another setting/school?

There are a number of transition meetings that take place throughout the school. In year 6, meetings take place between ourselves and the feeder secondary school. The SENDCo is invited to the annual review if the child has an EHC plan. These meetings are held to share data, attendance, EHC plan targets, passports and pastoral information.

In terms of transition between year groups, systems are put in place to ensure that the following class teacher is aware of specific needs and next steps in learning. Specific children are discussed at pupil progress meetings with all staff. Children have a transition morning and, if required, transition books are made with photographs of relevant staff and rooms, for the child to have over the summer holidays.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed at parent's meetings or during informal meetings to discuss the child's progress. We have an open door policy at Burton Agnes where parents are welcome to speak to the Head Teacher, SENDCo or class teacher at any time.

Once the child has been identified as having SEND, the SENDCo will invite the parents to a meeting to:

- Formally let them know that their child is being placed on the special needs register.
- Discuss any assessments/observations that have been carried out.
- Agree a plan and provision required.

This is part of the graduated approach of 'Assess, Plan, Do, Review' required in the Code of Practice.

Thereafter parents are invited to review meetings each term with the SENDCo to review the child's progress, set new targets and agree provision for the next term. The SENDCo will also include any provision advised by outside agencies.

Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above and the evaluation of IEPs/Passports and Individual Behaviour Plans.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills; and/or
- Shows improvements in the pupil's behaviour.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject co-ordinators;
- Analysis of pupil tracking data and test results - for individual pupils and for cohorts;
- Value-added data for pupils on the SEND Register;
- Consideration of each pupil's success in meeting IEP targets;
- School self-evaluation; and
- The School Improvement Plan.
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In evaluating the success of this policy, the school will consider the views of:

Teachers

Parents

Pupils

External professionals

Concerns/complaints

The first point of contact should be the class teacher. Parents can also contact the school SENDCo who would be happy to answer any questions or deal with any concerns.

This policy was reviewed in September 2019 by Jo Kemp (SENDCo) and will be reviewed again in September 2020.