



Burtonwood Community Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



Introduction

This policy was written in consultation with the staff and the governors of Burtonwood Community Primary school to address statutory requirements and define the school's view of Special Educational Needs and Disability (SEND).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 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 (July 2014)
- Schools SEN Information Report Regulations (2014)
- 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 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Heather Muttock, (Head Teacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Joanne Hughes [SENDCo].

Parents and carers wishing to speak with either Mrs Muttock or Mrs Hughes should contact the school office by telephone (01925 224072) or e-mail burtonwood_primary@omegamat.co.uk or burtonwood_senco@omegamat.co.uk

Definition

A child or young person has SEND if they have 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:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

Aims and Objectives

At Burtonwood Community Primary School, our aim is to offer an inclusive education that provides all children with the opportunity to achieve their personal potential by offering the greatest possible access to a broad and balanced curriculum including the requirements of the National Curriculum. We will encourage every child to strive for excellence in everything they do and celebrate their success with parents and carers.

Objectives

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.

Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENDCo and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

The Duties of the Governing Body

School Governing Bodies have important statutory duties towards pupils with Special Educational Needs.

The Governing Body must:

- Ensure that the school provides an inclusive education service such that the pupil joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as that is reasonably practical.
- Ensure that when the Headteacher/SENDCO has been informed by another agency that a pupil has SEN, those needs are made known to all those who are likely to teach them
- Ensure that staff are aware of the importance of identifying and providing for pupils who have SEN.
- Consult LEA or other Governing Bodies when necessary to co-ordinate SEN provision in the area as a whole
- Ensure all children with SEND have access to the National Curriculum and receive the special educational provision required, including efficient use of resources
- Have regard to the Code of Practice when carrying out duties towards pupils with SEND
- Ensure that parents are notified and consulted with by the school when it is determined that SEND provision should be made for their child.

The named Governor for Special Needs is Mary-Rose Noble. Her specific responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's national SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the Code of Practice

The Headteacher

The Headteacher has the responsibility for the day to day operational management of all aspects of the school's work, including SEND.

This includes:

- keeping the Governing Body informed
- liaising with the School's SENDCO and SENGOV

- ensuring that all teachers understand their own responsibilities in respect of SEND
- ensuring all statutory reviews are appropriately completed
- ensuring that the effectiveness of the school's work on behalf of children with SEND is evaluated

The SENDCO

The SENDCO has responsibility for the day to day management and operation of the school's SEND Policy, for coordinating provision for pupils with SEN and for ensuring that staff have regular access to relevant in-service training. The current SENDCO is Mrs Joanne Hughes.

The key responsibilities of the SEN Coordinator include:

- Overseeing the continual operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with, advising and supporting staff in school
- Maintaining records on all children with SEND
- Liaising with parents of children with Special Educational Needs and ensuring that all parents of children moving onto/ off the SEN list, or changing status on it, are informed.
- Liaising with external agencies, including the LEA's support and educational psychology services, health and social services and voluntary bodies
- To work in conjunction with the head teacher in organising provision within school and monitoring the budget.
- To meet regularly with the Head and link governor to discuss SEND issues
- To ensure that staff produce appropriate documentation and review it regularly
- Update staff on new initiatives
- To be responsible for the completion of all 'formal' documentation relating to SEND
- To be responsible for annual review of Education, Health and Care Plans, and statements of SEND (until they are converted to EHCPs)
- To be responsible for monitoring the provision for children with SEND
- In conjunction with the headteacher and the co-ordinators for English, Maths and Assessment, to be responsible for pupil tracking throughout the school involving observations, pupil questionnaires, monitoring pupil progress
- To monitor and evaluate the effective implementation of Pupil Passports
- To monitor and evaluate the effectiveness of teaching assistant support for children with SEND

Class Teachers

Have the responsibility for:

- The identification of pupils with SEND and the development of provision for those pupils
- Keeping the SENDCO informed about current class provision for children with SEND and reviewing individual pupil's progress
- Ensuring that parent and pupil voice is reflected in the child's Pupil Passport

- Maintaining an up-to-date Pupil Passport for every child on the SEN register in their care; the Pupil Passport to be reviewed termly at a minimum
- Consulting with the SENDCO about the SEN provision in their class
- Making sure the content of Pupil Passport is reflected in weekly classroom practice
- Tailoring the curriculum to ensure continuity, progress and challenge for all pupils in their class
- Employing a range of 'quality first' teaching styles to accommodate individual learning needs
- Liaising regularly with relevant classroom assistants as to planning, objectives and pupil progress
- Deploying class room assistants flexibly and effectively to support SEN pupils appropriately

Identification, Assessment and Review Arrangements

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing English or Maths skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a **specific learning difficulty (SpLD)** will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including **moderate learning difficulties (MLD)**, **severe learning difficulties (SLD)**, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **profound and multiple learning difficulties (PMLD)**, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as **attention deficit disorder (ADD)**, **attention deficit hyperactive disorder (ADHD)** or **attachment disorder (AD)**.

Communication and Interaction needs

Children with **speech, language and communication needs (SLCN)** have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication and interaction.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with **autism**, including **Asperger's Syndrome**, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers and parents should be fully informed of the outcome.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs, the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Graduated Response

Assess

- In identifying a pupil as needing SEN support, the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and advice from external support services.

Progress will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed

Plan

- Parents/carers, with their child, will meet with the class teacher to decide on the interventions and support to be put in place as well as the expected impact on progress and development. Interventions and support will be recorded on a Pupil Passport as well as short-term targets. The intervals for review will depend on the level of need present, but the Passport will be reviewed at least termly.
- The Pupil Passport will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Pupil Passport will be reviewed. A copy of this will also be kept in class to be available for any adult supporting the pupil, including supply teachers.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Pupil Passport will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the Pupil Passport will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review

- There will be a review of the Pupil Passport on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate, other agencies may be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency, it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.

- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain further involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving another specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from or additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence already gathered through regular reviews will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the school must review the plan every twelve months as a minimum.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Where pupils are not making sufficient progress, additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Burtonwood CP School, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENDCo at least once a year formally. The SENDCo is also available to meet with parents/carers, with prior arrangement, whenever necessary.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Warrington Parent Partnership. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Warrington Borough Council Local Offer website www.warrington.gov.uk. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care:

When a child is in care, the carers and allocated social workers are accorded the same rights and responsibilities as parents. The school has a designated member of staff for Looked After Children, Mrs Heather Muttock (Head Teacher).

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are encouraged to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their annual review, as part of Pupil Progress discussions and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets and evaluating their outcomes, as well as describing how they would like to be supported to achieve them, via our system of Pupil Passports.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. Agencies that may be consulted include Speech and Language Therapy, Occupational Therapy, Social Services, the School Health Service, the Educational Psychology Service, the Hearing and Visually Impaired Service and any other service that may prove useful in supporting the staff and the child.

The schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is updated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to carefully and sensitively manage these periods of change to provide continuity of high quality provision to pupils and families.

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Facilities

- The school has disabled access through the school hall and is currently seeking to provide a ramp at the main school office entrance.
- Within school, a ramp is in place to allow access around all the corridors.
- In those rooms that have a stepped entrance, a portable ramp is kept in the Site Manager's office which can be placed when needed.
- A disabled toilet is allocated near the Reception classroom which is also used for those children who require it as part of their HCP.

Admissions

- The procedure for apply for a school place for a child with SEND is the same as for all other school places.
- The Omega Academy Trust is the admitting authority for Burtonwood Primary School and must allocate places in accordance with its determined admissions arrangements.
- Admission Arrangements for reception class places and in year transfers at Burtonwood Primary School are the same as those published by the local authority for admissions to the school last academic year.
- The local authority is responsible for co-ordinating all admissions to the school. Parents considering sending their child to Burtonwood Primary School should contact the school admissions team on **01925 446226** or by emailing: **schooladmissions@warrington.gov.uk**

Continuing Professional Development (CPD) for Special Educational Needs

- The SENDCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND
- Teaching assistants are engaged in ongoing training whereby the role and skills of the teaching assistant are developed.

- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school

Funding

Funding for SEN in mainstream schools is mainly delegated to the school budget. It is the expectation that schools provide support to their pupils with SEN from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for high need funding if this is supported by the local authority.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authority's high needs block into the school's budget.

It is anticipated that Warrington local authority will be ceasing to accept new applications for high needs funding in 2021, but will be continuing to support existing arrangements where appropriate. Alternative funding streams are being explored.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCO.

Criteria for evaluating the success of the school's SEN policy

The governing body and the headteacher will monitor the individual targets for children set annually at the beginning of a new academic year to ensure that they are being met.

A termly staff meeting between the head teacher, teaching staff and the SENDCO will be specifically organised to review objectives and specific targets and to discuss provision for children with special educational needs.

The SEN Governor will liaise with the SENDCO to discuss the identification, assessment and monitoring of SEN children within school and the provision organised for them.

Arrangements for considering complaints about SEN provision in the school

Parents are partners within the school and are welcome to query decisions made by the school through the school's designated channels as laid down in the Complaints Procedure. If on pursuing complaints, the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the

Local Authority. If at this point they do not agree with the school's and LA's decision, they have a right to appeal to the authority's SEN tribunal.

This policy will be monitored on an annual basis.

Headteacher *Heather Mutton* 19.1.21

Chair of governors *Paul Carr* 19.1.21