

Bardsey Primary School Special Educational Needs and Disability
Policy



Special Educational Needs and Disability Policy

DATE RATIFIED BY FULL GOVERNING BODY: March 2015
MEMBER of STAFF with RESPONSIBILITY: SEND Coordinator/GB
Pupil Support Committee
Reviewed: July 2018
REVIEW DATE: July 2020

Signed: *E J Ambrose* Chair of Governors

Bardsey Primary School Special Educational Needs and Disability Policy

SEND Policy

Principles and Objectives

The staff at Bardsey Primary School are committed to the inclusion of all pupils and to maximising every child's potential through a well structured, broad and balanced curriculum. We recognise that there may be a number of children who have Special Educational Needs or a Disability at some point in their time at school. We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every pupil

1. Definition of SEND (Special Educational Needs and Disabled)

The new SEND Code of Practice 2014 defines SEND as follows:

'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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

2. Objectives of the policy

This policy follows the SEND Code of Practice (2014).

All pupils at Bardsey Primary School are entitled to access to a broad, balanced and relevant curriculum whatever their individual needs.

All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of SEND pupils as an integral part of raising standards.

All SEND pupils are fully included in the educational and social life of the school

Parents are involved as partners.

All SEND pupils are actively involved in their own learning.

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The school will work in partnership with outside agencies/schools.

2. Responsibility for co-ordination of SEND provision

The Governing Body, in co-operation with the Headteacher, is responsible for the school's general policy and approach to provision for pupils with SEND.

The Headteacher has responsibility for the day to day management of all aspects of SEND provision. The Headteacher will ensure that

The SENDCo has responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

Currently the SENDCo is Mrs Sally Clark

3. The Role of the SENDCo/Learning Mentor

The Co-ordinator is responsible for the day to day co-ordination of staffing and resources for children with specific needs. This role includes:

- Liaison with teachers
- Liaison with parents
- Consider the views of all SEND pupils regarding their SEND provision
- Providing consultation and advice on the setting of Individual Education Plans (IEPs) Individual Behaviour Plans (IBPs) and Group Education Plans (GEPs)
- Reviewing progress at all stages
- The initiation, administration and co-ordination of EHC (Education Health Care Plans) procedures.
- Liaison with parents and outside agencies.
- Co-ordinating and purchasing SEND resources
- Maintaining the SEND register
- Overseeing records
- Staff training
- Consulting and informing the Governing Body
- Liaison with the SEND Governor

4. The role of the teacher

Class teachers are responsible for the progress of the pupils in their class and therefore must carry out regular assessments of all pupils to identify which children are making less than expected progress in relation to their age and individual circumstances.

The Code defines this progress as:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment

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- Meet with parent/carers each term. These may be included in the normal cycle of parent-teacher meetings, but more time may need to be allocated to them to explore the parent/carer's views and also the pupil's views, and to plan effectively
- Prepare an annual written report to parents on their child's progress
- Consider the views of all SEND pupils regarding their SEND provision

5. The role of the parents and carers

- Liaise with the school and listen to the school's concerns about your child's progress
- Ensure they receive copies of any written records kept by the school
- Consult with the school on any adjustments, interventions and support that needs to be put in place
- Meet with school each term. These may be included in the normal cycle of parent-teacher meetings, but more time may need to be allocated to them to explore the parent/carer's views and also the pupil's views, and to plan effectively
- Consider the views of all SEND pupils regarding their SEND provision

6. Arrangements for co-ordinating SEND provision

The SENDCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on individual education/ behaviour/support plans (e.g. IEPs, IBPs, PEPs, PSPs, etc)
- Oversee the records of all pupils with SEND
- Co-ordinate the monitoring of pupil achievement and proactively uses this information to inform planning.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement
- Liaise regularly with parents and carers of pupils with SEND
- Liaise with external agencies in matters relating to pupils with SEND
- Liaise with the SEND governor
- Take responsibility for the management of the SEND team of teachers and teaching assistants

7. Admission arrangements

The arrangements for admissions are within the usual admission guidelines set by the LEA and there is no discrimination on the grounds of learning difficulty or physical disability providing that the overall environment is adequate and appropriate to meet the child's specific needs. Children with Education Health Care Plans (formally Statements of Educational Needs) naming Bardsey as their chosen school have first priority for a place here. Consultation with the school about the appropriateness of the placement is part of the Care Plan procedure.

8. Specialist SEND provision

At present the school has the particular specialist provision of a hygiene suite in both Upper and Lower School Buildings.

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9. Allocation of resources for pupils with SEND

The school is resourced for a wide ability range. It is the policy of this school that all funding derived from EHC's/Statements and Funding for Inclusion (FFI) is dedicated to the acquisition of appropriate support staff who have responsibility for those children, in order to ensure that the provision necessary is implemented. In addition to Statement and FFI funding, part of the school budget share is used to facilitate this commitment to providing support staff. There is a cost centre for SEND within the School Budget, which allows for material resources, teaching resources and assessment materials to be supplemented, expanded or replaced where necessary.

The SEND Office is located in Upper School and SEND resources are stored there.

10. Identification and review of pupils needs.

The school takes the education of children with SEND seriously. This involves the early identification through detailed assessment work and monitoring to clarify where a child's problems may lie and what can be done to help maximise that child's potential.

There are several screening procedures in place which help the identification of children's needs.

Foundation Stage: Every child is 'baseline' assessed in their first half term at school. This is coupled with other ongoing assessments building towards their EYFS profiles. The school also takes into account information from children's pre-school provision, parents and other external agencies.

Key Stage One: All children are regularly assessed to monitor the development of their phonic skills and are then placed in appropriate groups using the Lexia programme. The progress of children is monitored through the rigorous use of the school's tracking system for Literacy and Maths and in Foundation Subjects, through tasks devised by the class teacher. Writing is levelled termly and moderated across the school.

Key Stage Two: The progress of children in Literacy and Mathematics is rigorously monitored through the rigorous use of the school's tracking system for Literacy and Maths. Reading is monitored through regular Guided Reading sessions. Foundation subjects are assessed through tasks devised by the class teacher. Children's writing is levelled each term and moderated across the school.

11. Organisation

The SENDCo co-ordinates the identification, assessment and monitoring of pupils with SEND, enhanced by effective use of ICT systems.

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There are clear, well communicated criteria for placing pupils on School Action or School Action + and removing them from this graduated response.

Pupils who are identified as having SEND and are receiving support that is 'additional to or otherwise different from the educational provision made generally for children of their age' is recorded on the school SEND Register.

IEPs, IBPs, PEPs, PSPs, etc. will be used to plan programmes and monitor and review progress for those on the SEND Register in line with the guidance in the SEND COP, 2001.

There is administrative time set aside for the SENDCo to effectively co-ordinate the tracking, recording and communication of high quality SEND pupil information. This is evaluated and used to inform SEND policy and practice across the school.

Staff are kept informed and updated about all SEND issues and pupils on the SEND/Inclusion Register by meetings with the SENDCo, emails and regular on-going dialogue.

All teachers keep IEPs in their class cohort files, clearly assessable to all staff, alongside an SEND register for their class and a list of medical needs.

The SENDCo maintains the SEND files, which collate information, monitoring and review forms for all children on the SEND Register. These are kept centrally in the SEND Office in Upper School. The SENDCo also keeps master copies of all reports from outside agencies.

12. Access to curriculum

We are committed to the principles within the National Inclusion Statement in that we always strive to:

- Set suitable learning challenges
- Respond to pupils' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with SEND can be flexible and is differentiated according to need.

Teachers, TAs, LMs, etc. work together to maximise effective access.

13. Inclusion of pupils with SEND

It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

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In line with the Disability Discrimination Act 1995 (as amended by the SEND and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we endeavour to:

- Not treat current and prospective disabled pupils less favourably
- Make reasonable adjustments as appropriate

Social integration is ensured for all children with a special need. Curricular integration will be achieved through careful planning and differentiation, and the planned and appropriate use of any available support staff and resources. Children with IEPs will be mainly supported in class, but will also sometimes be withdrawn where necessary in order to carry out a specific aspect or their programme or participate in an intervention group.

14. Evaluating the success of provision for pupils with SEND.

The Governing Body, in partnership with the SENDCo and other colleagues, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for pupils with SEND
- Analyse attendance and exclusion data for pupils with SEND
- Monitor progress against SEND priorities in the School Improvement Plan

15. Complaints Procedures

The school has well established procedures for dealing with parental complaints as detailed in our Complaints and Concerns Policy.

16. In- service training

We regularly self-evaluate our inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Improvement Plan.

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of pupils.

In-house or outside agency training is arranged as prioritised in the School Development Plan.

The SENDCo attends regular EPOS Cluster Meetings.

18. Links to support services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

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Links and partnerships are developed with the Local Education Authority and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively. These services include:

- Special Educational Needs Support Team (SENDST)
- Educational Psychology Service
- Speech and Language Therapy Service
- Health Service (Including the School Nurse)
- Social Services
- Deaf and Hearing Impaired Service
- Visually Impaired Service
- Physiotherapy Service
- Pupil Referral Service
- West Oaks Specialist Provision
- Play Therapy Service
- Educational Welfare Service
- Wetherby Children' Centre

We work collaboratively with other agencies and organisations in the city to put the pupil and their parents at the centre of our work.

19. Working in partnership with parents

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. At every stage the school seeks to be supportive of parents and inform them of developments

We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Parent Partnership Service).

Parents of children on the SEND register have the opportunity to discuss any concerns they have during Parent Teacher Consultation meetings. They can also have additional meetings with both the class teacher and/or the SENDCo and often the SENDCo will communicate with parents either by letter or phone call to update them on meetings with external agencies or amendments to plans of work. Parents of children with Statements or FFI funding will be asked attend or contribute to an Annual Review Meeting once a year. Children will also be asked to contribute their opinions to these meetings.

20. Links with other schools

We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools.

We particularly endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school.

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Summary

It is the school's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of children with SEND through raising achievement and enabling participation in the full life of the school.

This policy was reviewed in March 2015 and will next be reviewed in March 2017.