

Brigg Primary School



SEND Policy

SEND Co-ordinator - Miss L Gilbert
Named Governor - Mr C Darlington

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Review: March 2019

SEND Policy

Introduction

The objectives of the Governing Body in making provision for pupils with SEND (Special Educational Needs and Disability) and a description of how they will contribute towards meeting these objectives are described within this SEND Policy.

Aims

- To identify and support the needs of the children with SEND in accordance with the SEND Code of Practice: 0 to 25 years July 2014.
- To provide a broad, balanced curriculum within which the special needs of individual are met
- To ensure that all children realise their full potential educationally, socially and emotionally
- To ensure liaison with parents, outside agencies and Governors through regular consultations

Objectives

- To ensure that SEND children have access to the full curriculum through the processes of assessing, planning and matching of work.
- To identify the specific needs of individual children and provide them with the appropriate learning objectives to meet their needs.
- To liaise effectively with outside agencies and parents to ensure that the needs of SEND children are met.

The Role of the SEND Co-ordinator

- To ensure the implementation of the SEND policy in accordance with the SEND Code of Practice: 0 to 25 years.
- To assist colleagues in assessing, planning, and the monitoring of SEND pupils.
- To liaise with class teachers and subject leaders to ensure that children with SEND have access to the full curriculum.
- To liaise with parents and staff termly to review and discuss further action linked to pupil profiles.
- To ensure that Teaching Assistants are deployed appropriately in conjunction with the Headteacher in order to support identified pupils.
- To attend courses relevant to the development of the role and feed back information through INSET.
- To signpost, access and liaise with support services.

Co-ordination of Provision

All teachers are responsible for the education of all pupils including those with special educational needs. High quality teaching, differentiated for individual pupils, is the first step in

responding to pupils who have or may have SEND. The SEND Co-ordinator oversees all aspects of provision for pupils with special educational needs including identification, assessment, monitoring, classroom support, record keeping and administration.

Any child suspected of having dyslexia will be assessed by the SENDCO, who has a Dyslexia qualification. Any child suspected of having dyscalculia will be assessed by means of online assessment, which will be overseen by the class teacher or other professional who knows the child well. Other specific learning difficulties will be assessed by outside agencies.

All children with an Education, Health and Care Plan or identified as SEND have a Pupil Profile document which includes general information, all SEND information and a record of all quantitative and qualitative data.

Admission Arrangements

The LA determines our admission arrangements in consultation with the governors of the school. No child is refused admission on basis of a disability either learning or physical. The school and all classrooms are easily accessible for wheelchair users

Special Facilities

The School is equipped with disabled toilets and shower facilities; there are also wide doors to help pupils move around the school without experiencing barriers.

Any Specialism and Special Unit

The School makes provision for a wide range of pupils with special educational needs and disabilities. All are taught in integrated provision with support as far as possible and withdrawal arrangements allowing for individual or small group work as identified on the Pupil Profile.

Allocation of Resources

The School's SEND Budget is used to provide support and resources for pupils identified through the SEND Code of Practice as requiring interventions additional to or different from our usual differentiated curriculum. This allows for further provision to be made for these pupils. Within the LA there is still access to specific services including Educational Psychologists, Speech and Language Therapists, Primary Behaviour Support Team, Autistic Spectrum Education Team, and the Physical Disability Team.

The school allocates a range of materials and resources suitable for pupils with special educational needs and disabilities.

Identification, Assessment Arrangements and Review Procedures

Assess

In identifying a child as needing SEND support, the class teacher will have carried out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. The individual's development in comparison to their peers and national data is monitored. The views and experience of parents, the pupil's own views and, if relevant, advice from external support services are taken into account. Concerns raised by a parent are valued and responded to.

This assessment will be reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. See SEND information sheet on the school website.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be involved in forming the plan of action. The teacher, parent and the SENDCO will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Usually once a term but may be more frequent as needed.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They should 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 child's particular strengths and weaknesses.

Review

The effectiveness of the support and interventions and their impact on pupil progress will be reviewed in line with the agreed date, which will be at least once a term. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of pupil needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Access to the curriculum for pupils with SEND

Access to the curriculum is achieved either through differentiated provision, or is delivered by classroom teachers and specialist staff whose work is supported by teaching assistants. Teaching assistants play a vital role in supporting pupils both inside and outside the classroom and by encouraging them to be as independent as possible.

Inclusion

We recognise that all pupils should have access to the full curriculum and our aim is to support pupils with special educational needs in integrated settings as far as possible. When necessary, children are withdrawn for extra help with individually tailored programmes. A flexible programme is designed to meet the varying needs of the individual. The withdrawal programme is reviewed regularly and ensures that their entitlement to the broad and balanced curriculum is met.

All our children are fully integrated into the social and pastoral life of the school. Class teachers are responsible for monitoring the whole school experience of each child's learning, personal and social development and general well being and, as with all our pupils, there is close contact with parents.

Parental Concerns

Class teachers will be aware of the policy of the school and follow procedures as a result of any enquiries. Concerns or queries which the teacher does not have the expertise or the information to answer, should be directed to the Headteacher or the SENDCO, who will have the documentation, records and information e.g. SEND record, allocation of resources, the Education, Health and Care Plan. The parent may need to be directed to a member of the LA in the SEND department at Hewson House.

SEND In-Service Training

We see provision for special educational needs and disability as a whole-school issue and aim to ensure that all colleagues are as well informed as possible about relevant legislation and our own internal provision.

Support Services

The School has access to the full range of LA Support Services. Currently, the School is involved with the following:

- Educational Psychologists
- Autism Spectrum Education Team
- Speech Therapy
- Hearing Support Service
- Diversity Service
- Child Development Centre
- Education Preparation Unit
- St Luke's Outreach
- Behaviour Support Service

Physical Disability Team

Partnership with Parents

This is a vital and statutory requirement. Where possible, SEND review meetings will not be held without parents attending. Parents are encouraged to be fully involved in all aspects of their child's education. This is done in a variety of ways including parents' consultation evenings, review meetings, open evenings, telephone, letters, home/school agreements and informal meetings.

We value the partnership of home and school working together with equal commitment towards the same end and recognise that our pupils will benefit more fully from the opportunities that we offer with this alliance.

Transition between Educational Placements

Arrangements include:

- Liaison with the on site nursery to meet the pupils and staff
- Liaison with future placements by invitation to Year 6 Annual Reviews.
- All SEND Information passed on to future placements.
- Parental visits
- Induction days
- Discussion with outside agency specialists re pupils with special educational needs transferring to or from us

When necessary, we draw on the expertise of colleagues in special schools/units.

Further Links

Links with the Health Service and Social Services are conducted through the named persons in the respective organisations. The School utilises the services of the Educational Welfare Officer and links with Voluntary Organisations are developed as appropriate.

This Policy is reviewed on an annual basis, referring to the Equal Opportunities Policy, Diversity Policy, Accessibility Policy, Disability Equality Scheme, Child Protection Policy, Racial Equality Policy, Anti-bullying Policy, Multicultural Policy and Cultural Diversity Policy. (For procedures in evaluating the policy, see **Appendix D**).

J Milnes SENDCO
March 2018

APPENDICES

Appendix A: Testing Procedures

1. On KS1 admission all children will be screened using our baseline assessment i.e. The Foundation Stage Profile. (See Early Admissions Policy).
2. The Phonics Screen will be used in June for children in Year 1 and for those in Year 2 who did not achieve the required standard in Year 1.
3. Statutory Tasks in KS1 take place in May.
4. KS2 (year 6) SATs take place in May.

Assessment

Each term teachers assess attainment and progress made in Reading, Writing, Maths and SPAG. Teachers will also report on reading and spelling ages twice yearly December and July.

Appendix B: A breakdown of the SEND Record Levels

- **Initial Concern**

Each class teacher is responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a pupil the following procedure should be followed:

- * Discussion with parents, informally if possible, telling them that their child's progress requires closer monitoring and differentiated tasks, and to encourage help and support from home. If parents cannot be contacted informally, a standard letter is available asking them to come and see their child's class teacher.
- * The class teacher will complete the expression of concern form to be monitored internally.
- * The class teacher through routine short term planning will differentiate and assess on a regular basis.
- * The class teacher will review progress on a termly basis (or sooner if necessary) this may need to include the SENDCO. A record of this conversation will be kept in the school pupil monitoring folder. The result of these reviews (minimum 2) will determine the next course of action.

- **Special Educational Needs and Disabilities**

- * The class teacher and SENDCO may need to request the advice and support of an outside agency. The SENDCO will fill in the appropriate request documentation.
- * After liaison between the class teacher, SENDCO and the support service, a Pupil Profile will be compiled which looks at long term outcomes as well as short term targets.
- * Reviews will be carried out termly. These reviews will involve outside agencies, school staff, parents and pupil. All records of discussions will be kept in the pupil monitoring folder. Letters will be sent out to parents inviting them to attend the review meeting and comment on their child's progress. The outcome of the review will determine the next course of action.
- * A copy of the child's Pupil Profile is sent to the parents and the targets discussed with the child.
- * Children will receive extra support as funded by Element 1 and 2 from the school's budget. This support will be monitored for effectiveness and impact.

If after considerable advice and support it is felt that the needs of the child remain so substantial that they cannot be met by the school, then this concern will be brought to the attention of the LA. The SENDCO will gather the relevant information; this includes:

- * Recorded views of the parents and children on the earlier stages of the assessment and any intervention and support to date.
- * Evidence of health checks, e.g. any information on medical advice to school.
- * If appropriate any Children's Services involvement.
- * Pupil Profile forms with their reviews.
- * The views and evidence of involvement from the relevant support agencies.
- * All the above information will be collated and sent to the LA together with the appropriate referral for an Education, Health and Care Needs Assessment Form.

Whilst the assessment is in hand, the child will continue to receive the support already provided under the previous stage.

Parents should be informed that there is a **Named Person** who will give them independent advice and information.

Children with a Education, Health and Care Plan

Pupils who are given a Education, Health and Care Plan for learning difficulties will receive support provided by the Specialist teacher, and/or in-class support. The exact nature of the support is designated to fit the needs of the individual pupils. Each child receives their allocated amount of specialist teacher time and support from a Teaching Assistant.

Appendix C: Annual Reviews

Everyone involved with the education of the child with an Education, Health and Care Plan will be invited by the SENDCO to attend the Annual Review meeting. The targets for the past 12 months will be reviewed and assessed, any new concerns expressed, the views of the parents and others noted and discussed. New targets for the next 12 months will be set up. The SENDCO will complete the appropriate Annual Review Form and send copies to all the relevant people.

Appendix D: Evaluating the SEND Policy

A nominated Governor for Special Education Needs and Disabilities links the SEND Department with the Governing body. Effective monitoring/evaluation of the SEND provision is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the SEND provision is undertaken are described below:

Pupils

- the effectiveness of individual targets as shown by pupil progress
- pupil achievement, e.g. increase in Reading and Spelling ages over time; the use of P levels (or awards/recognition for community based projects/sporting achievements, etc. which can be attributed to the School's efforts in raising the pupil's self-confidence)
- The number of pupils on the record of SEND
- The number of pupils who are no longer on the record of SEND

Parents

- the number of parents of pupils who attend review meetings
- the number of parents of SEND pupils who request that their child be educated at this school
- any pertinent feedback from pupils and parents

Budget

- the amounts of the budget allocated to pupils a) with and b) without Education, Health and Care Plans
- any appropriate adjustments in budget allocation to reflect changing needs
- the amount of school budget spent on equipment/building modifications

Planning

- the inclusion of Special Education Needs and Disabilities issues in development planning
- time allocated to planning for pupils with Special Educational Needs and Disabilities

Staff/Inset

- staff involved in INSET courses relating to SEND issues
- Senior Management involvement in SEND issues

Independent Reports

- analysis and publication of OFSTED/HMI/LA reports

The School's Profile contains a section regarding SEND. The Headteacher's Report to Governors also contains a SEND section.

This Policy is reviewed on an annual basis, or earlier, depending on legislation.

March 2018

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