



Special Educational Needs and Disabilities Policy

May 2016- Reviewed March 2018

This policy has been written in light of the SEN Codes of Practice 2015

Rationale

At Sandy Lane Primary School we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges.

In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

Our Aim

Our aim is to ensure all children are supported, so they may work confidently towards reaching their full potential.

Policy and practice reflects the philosophy and fundamental principles within the SEND Code:

The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.

- A child with special educational needs should have their educational needs met
- The views of the child and parents should be sought and taken into account
- Parents support their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Please also see our local offer on our school website

To achieve our aims we will:

- Work within the guidance provided in the SEND code of practice 2014
- Provide a SENCO/ Inclusion Manager who will work with the SEND policy
- Identify need as early as possible and provide effective support
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- View our special needs provision as an ongoing, developing process
- Provide support and advice for all staff working with special educational needs pupils which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Develop an effective partnership and high levels of engagement between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs

- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and progress and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff in the regular review, development and evaluation of policy and guidelines
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school

Equal Opportunities

The staff of Sandy Lane Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Admission arrangements

No child will be refused admission to the school on the grounds of additional needs/SEND unless the school cannot adequately meet the needs or safety of that child. All admissions are co-ordinated centrally by the local authority/BMDC.

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent pupil passport (or the other school's equivalent) when a child is transferring from another school.

SPECIAL FACILITIES

There is disabled access to the whole school; there are two disabled toilets.

All pupils will be offered a broad and balanced curriculum, including the National Curriculum, unless a Statement/or EHCP indicates otherwise.

1) We will provide appropriate teaching strategies/resources and differentiated work to suit all needs. Pupil passport targets should be implemented at least in part in the normal classroom setting. Children with additional needs/SEND may be withdrawn for individual or group teaching or attend off-site support groups to meet their specific need.

2) The interventions which are delivered will follow a structured approach and will be time-limited. They will be carefully monitored for success and adjusted accordingly for each child as and when necessary.

3) Specialist teachers and other professionals will be consulted where required for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed

4) In line with the requirements of the Disability & Discrimination Act (as amended), the school has a duty to make "reasonable adjustments" for all disabled pupils to ensure that they are not discriminated against or put at a disadvantage.

5) Detailed risk assessments will be carried out to ensure that children's needs are well met on all visits and residential trips.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEN and the four main areas of need

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed, and we acknowledge that whilst the four areas of need broadly identify aspects of primary areas of need for children at Sandy Lane Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

The four areas of need are:

Communication and Interaction

Children may have difficulties in 1 or more areas of speech and language. These may include speech and language delay, speech impairments or disorders, autistic spectrum conditions.

Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

Cognition and Learning

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia may require specific programmes to aid progression in cognition and learning.

Social, Mental and Emotional Health

For some children, difficulties in their emotional and social development can mean they need additional and different provision in order for them to achieve. There may be changes in a child's behaviour and they may become withdrawn or isolated. Children may also be disruptive, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours. This can also include recognised disorders such as ADHD, attachment disorder and anxiety disorder.

Sensory and/or Physical Needs

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical,

neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on the SEND Register.

There are other needs which may impact on progress and attainment, but are not classed as special educational needs. These can include:

- Attendance and punctuality

- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked after child
- Being a child of a serviceman/woman

At Sandy Lane Primary School, we ensure that all children are tracked carefully with regards to their achievement (progress and attainment) and produce provision maps to ensure that all children are receiving appropriate interventions where required.

The identification, assessment, monitoring and provision for learners with SEND.

‘Special educational provision is educational or training provision that is additional to or different from’ that made generally for others of the same age. This means that provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching’. SEN Code of Practice (2014).

‘This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.’

‘Achievement for All’ (National Strategies: 2009).

- We believe that all learners should have access to Quality First Teaching.
- All teachers are teachers of SEND children and have a responsibility for their learning.

Identification and Assessment:

Children’s needs should be identified and met as early as possible through:

- The analysis of data (entry profiles, Foundation Stage Profile scores, reading ages, whole-school pupil progress data, information from previous settings, information from other agencies).
- Classroom based assessment and monitoring arrangements.
- Ongoing, half-termly discussions between the Class teacher, SENCo and SLT through Pupil Progress Meetings and informal methods.
- Following up parental concerns.
- Tracking individual progress over time.
- Undertaking more in depth individual assessments (including using commercially available assessments) to deliver appropriate and useful information on a pupil’s needs.
- Involving external agencies where it is thought that a SEND is significant.

Curriculum Access and Provision

Where children are underachieving and/or identified as having SEND, the school may provide for these additional needs in a variety of ways:

- Teachers differentiate work, tasks, resources and/or expectations as part of Quality First Teaching.
- If a child is unable to access whole class teaching, a specific intervention will be planned (either for an individual or small group) to support an area of learning. Progress should be made so that the child can then take part in whole class teaching and learning. These interventions should be time limited.

- Small group work
- 1:1 work
- Additional support through use of staff, timetable, groupings, additional activities and additional resources.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for SEND learners is carried out in the following ways:

- Ongoing teacher assessment
- Ongoing assessment of progress made by intervention groups.
- Work sampling/book scrutiny at least once a term.
- Scrutiny of planning.
- Learning walks to monitor provision.
- Teacher interviews with SLT at regular Pupil Progress meetings.
- Informal feedback from all staff.
- Classroom observations by SENCo and SLT
- Pupil progress tracking using the whole-school assessment trackers.
- SEND Governor visiting school

The Graduated Approach to identifying SEND Procedures: (see SEND Flow Chart).

Stage one-Identifying a possible SEN need

Where we have concerns that a child has SEND, and therefore needs additional or different provision, we follow the agreed SEND flowchart (appendix 1). This is a summary of the actions followed:

- A potential SEND is identified by a parent, teacher or outside agency. Information is passed on to the SENCo. Where the information have not been passed on via the teacher, the SENCo must share information with the teacher. Parents should always be informed if a concern is raised and if additional support is being provided.
- Children who are consistently working below age related expectations will be discussed during half termly pupil progress meetings, and additional provision or assessment planned for.
- The teacher will fill in an initial concerns form, with the SENCo if appropriate. This will outline the areas of need and what is being put in place to support the child. This will be shared with the SENCo. The provision and impact of provision will be monitored over 6 weeks.
- During the 6 weeks monitoring period, the SENCo will observe the child and may conduct some assessment, just as the Bradford LD baseline assessment or other commercially available assessments.
- If the additional support has resulted in the child's needs being met, this progress will be updated within the initial concerns form. Their progress will continue to be monitored.
- If concerns remain, the SENCo and the teacher will use the range guidance to determine the level of need and to support them in devising the pupil passport. Parents will be notified and if needed, a meeting will be arranged. Parents will be given chance to give their view and if all parties are in agreement, the child's SEND provision will start and they will be added to the SEND register.

- The pupil passport is reviewed each term.

Stage Two: Additional SEND support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is additional to or different from the well differentiated curriculum (as defined by the SEND code of Practice 2014). The teacher and/or SENCo will complete the documents below to support and plan for progress.

- Pupil passport- this will include information about the child's needs and barriers to learning, personal targets, current provision and historical information such as how long SEND provision has been in place and what professionals are involved with the child.
- Individual attainment information overview.

Provision will be tracked and reviewed using-

- The documents above.
- Observations of the child interacting in class
- Monitoring of children's work in their books
- Pupil progress meetings between class teachers and SLT
- Whole school assessment
- Key Stage provision map

Pupil Passports

- Pupil passports are based on the Assess, Plan, Do, Review model.
- The pupil passport will identify the pupil's learning need and any barriers to learning; plan strategies and interventions to meet that need; implement the provision; review progress and set new targets from further assessment.
- In best practice, pupil passports are to be created jointly by the school, parents and learners.
- Pupil passports are to be working documents, which can be constantly refined and amended.
- Pupil passports will be accessible to staff who are involved in their implementation.
- Pupil targets should be shared with the learners so they have an understanding of them.
- Teachers are to have ownership of the identification of targets and of the practical administration of provision in their classrooms.
- Although quality first teaching is used in the first instance, children with additional needs may be withdrawn for individual or group teaching or attend off site support groups to meet their specific need. When this occurs timetables will be coordinated (wherever possible) to ensure that no child will miss out on curriculum entitlement.
- Pupil passport targets should be implemented, at least in part, in the normal classroom setting.
- Assessment data will be used to review targets and set new targets when pupil passports are reviewed.
- Specialist teachers and other professionals may be consulted for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed. The input of outside agencies will be included in pupil passports when appropriate.
- Pupil passports should contain no more than 3 SMART targets set for or by the pupil.

- Targets will address identified underlying reasons why a child is having difficulty with learning (not “more literacy” or “more maths”).
- Pupil passports will be time limited. A date for review will be set.
- Pupil passports and their effectiveness are to be monitored by the SENCo.

Education, Health and Care Plans and My Support Plans

If a child’s needs are at range 3, the SENCo will request an assessment for a My Support Plan. This is a document issued by Bradford Local Authority to help support those children with complex needs, but who do not require an Education Health and Care plan. The application for a My Support Plan can involve outside agencies becoming involved with a child, but not in all cases. The Bradford Local Authority will decide whether to issue to plan with, or without funding. The plan is time limited and school has to review this every 6 months.

When a child’s needs are at range 4, an application will be made for an Education, Health and Care plan assessment. This assessment can be requested by school or by parents.

- Pupils with an Educational Health Care Plan will have an Annual Review of their EHCP, involving key professionals and parents.
- Sandy Lane will comply with all local procedures when applying for an EHCP and will ensure that all pre- requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage to EHCP.
- Our review procedures comply with those recommended in Section 6 and 9 of the SEND Code of Practice 2014, and with Bradford MDC policy and guidance – including timescales set out within the process.
- For children who have a Statement/EHCP in Year 6: Preparations for transfer to secondary school will start in Year 5. Parents/carers will be asked to visit possible secondary schools. The Annual Reviews will take place to ensure the EHCP has accurate targets and priorities prior to the submission of secondary school choices (Autumn Term: Year 6). Once a secondary place has been allocated (by Easter) the SENCO/SEND Team of the receiving secondary school will be invited to the Annual Review (if this has already taken place in Year 6, an additional meeting will be held to outline provision and make transition plans) and further reviews, as appropriate. Sandy Lane Primary School will liaise with the allocated secondary school to arrange appropriate transition arrangements for the individual child, such as additional visits to school to build relationships with key staff members.

Other processes in school-

Individual Behaviour Plans

These may be devised for children who need an alternative behaviour system in school. Individual behaviour plans will be updated by the Class Teacher and the Inclusion Leader.

Common Assessment Framework

A CAF works with parents and pupils in order to work out what extra support a child may need. In many cases, different agencies are involved in providing support such as Team around the Family and Speech and Language Specialists.

Health Care Plans

Health care plans are held in school for children who have long-term, life impacting medical conditions such as epilepsy, anaphylaxis or diabetes. They inform staff of procedures to follow in the event of the child becoming ill with that condition. Healthcare plans are generally set up by health professionals, usually the school nurse, in consultation with parents/carers. It is the healthcare professional's responsibility to update or amend the plans.

Sandy Lane Primary School may also set up a health care plan, on the advice of parents, and will consult with the school nurse on the appropriateness of the plan.

Personal Education Plans

PEPs are completed for children who are 'Looked After'. The SENCo is responsible for liaising with the child's social worker, carer and a staff member from the virtual school for looked after children, to set up a PEP review meeting. It is the social worker's responsibility to update and circulate the plan. PEPs should be updated every 6 months.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEND
- Reports annually to parents on the school's policy for children with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND Policy

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEN.

Admissions

In every instance, when a parent seeks a place for a child at Sandy Lane Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of a statement/ Education Health Care Plan (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the statement/ Education Health Care Plan until the LA have been consulted
- Informs the LA that an approach for admission has been made.

SENCO

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring an appropriate budget allocation to meet SEND
- Interpreting legal requirements for staff, parents and governors
- Monitoring and Evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Overseeing the records of all children with SEND
- Maintenance of the SEND register
- Liaising with parents of children with SEND
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated

Teachers

They will:

- Clearly identify the role of teaching and support assistants
- Recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENCo to decide the action required to assist the pupil to make progress
- Work with the SENCo to collect all available information on the pupil
- Develop and review pupil passports for SEND pupils
- Work with SEND pupils on a daily basis to deliver the individual programme set out in the pupil passport
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SENCo to identify their own training needs around SEND

Teaching Assistants

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENCO and teaching staff in the preparation of pupil passports

Pupil Participation

The school actively encourages the involvement of children in their education. We do this by:

- Involving the child in decision making regarding the methods by which their individual needs will be met
- Inviting the child to attend all or part of review meetings
- Discussing the purpose of assessment arrangements and the implications of the pupil passport with the child
- Encouraging the child to comment on his or her SEND provision through an appropriate medium.
- Involving the child in the implementation of the pupil passport and aim to further develop the child's self-confidence and self-esteem.

Parent / Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend review meetings
- Discuss the purpose of assessment arrangements and the implications of the pupil passport with the parent/carer providing them with a copy of the pupil passport
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their pupil passport
- Encourage the parent/carer to comment in writing on their child's SEND provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Liaison with other agencies

The school works closely with outside agencies where appropriate. Advice and expertise is drawn from Social Services and Health Authority employees. We also work in partnership with the Education Welfare Department.

Bradford LA is equipped with a team of advisory staff who may be called upon to advise and support. Other agencies within Bradford Local Authority include:

- Educational Psychology Team
- SEN Early Intervention Team
- Behaviour Support Team
- Bradford Speech Therapy
- Visually Impairment Team
- Hearing Impairment Team
- Multisensory Impairment
- Physical and Medical Team
- Autism Spectrum Team
- Cognition and Learning Team

The school also values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

In Service Training/ Funding

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCO attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENCO if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENCO gives feedback to the Governing Body on SEND provision at Governors meetings.

There is an allocated budget for SEND. The effective spending of this is the responsibility of the Headteacher and the SENCO.

Complaints Procedure

The school’s complaints procedure is outlined on the website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school’s procedures for identifying, assessing and providing for children with special educational needs.

Appendix Title

A- SEN flow chart

Signed.....

Chair of Governors

SEND Flow Chart- Adding a child to the SEND register

An initial concern is identified by the teacher, parent or an outside agency. Information should be passed to the SENCO using the initial concerns form.

When a concern is raised by parents or the teacher, the teacher and parents should meet to discuss barriers to learning and action that will be taken. Information gained from this meeting should be passed to the SENCO.

If the concern is raised by an outside agency, the SENCO should chair a meeting involving parents, the teacher and any outside agencies that are involved.

Using findings from the meeting, the teacher should plan to support the child's area of need; firstly using quality first teaching strategies or targeted intervention if this is not successful. The child's progress should be closely monitored over a 6 week period. Action taken should be noted on the initial concerns form. During this time, the SENCO should observe and assess the child, using assessment tools such as ELKLAN resources, Aston index, resources from Bradford Schools Online.

The child has made good progress and their needs have been met. Progress is recorded on the initial concern form and given to the SENCO. Continued support may be given.

If the initial concerns remain, the teacher and SENCO will use range guidance to decide if the child does have SEN.

If it is decided there is no SEN, short term provision should be devised to support area of need within class, including a review date. If the child does have SEN, targets are devised using range guidance criteria (BSO), which will inform pupil passport (pp) planning. The teacher discusses information (including pp) with parents. The pp should be made amended where appropriate after the meeting with parents.

Range 1-

The child should receive quality first teaching and interventions where appropriate. PPs should be evaluated and updated throughout the year (termly). Parents should be involved in devising the next pp.

Range 2-3-

In addition to range 1 actions, outside agencies will support children to make good progress. Teachers must take on board outside agencies recommendations. If needs continue to group, an application for a MPS may be needed.

Range 4

In addition to actions stated in ranges 1-3, an EHC plan may be devised and Annual Reviews carried out.