



East Bierley CE (VC) Primary School

SEND Policy

Special Educational Needs and Disability Policy

2017-18

Special Educational Needs and Disability Policy

1. Introduction

At East Bierley we are dedicated to providing all our Children with the very best start in life. regardless of; gender, race, Special Educational Needs and Disability, social and cultural background. We want our children to enjoy every aspect of school and thrive as individuals through the opportunities they are given. We see this as the collective responsibility for all people involved in the child's life. We ensure that parents, teachers, support staff and children work collaboratively to enable each child to reach their full potential no matter what barriers they may face.

As a school we seek to eliminate discrimination and promote positive attitudes towards children with disabilities by focusing on what adjustments can be made to ensure individual disabled children can join in the life of our school.

Our policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: SENCo (Mrs Divine), Head Teacher (Mrs Upham) and the SEN governor (Mrs K Waring)

2. Contacts

Special Needs Coordinator (SENCO) –; Mrs Rebecca Divine (NASENCo award).
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3. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.

6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEND

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Every teacher in our school plans and delivers a differentiated, broad, balanced curriculum.

Quality first teaching includes:

- Well-resourced and carefully planned provisions which provide a rich learning environment.
- Clear objectives which are shared with the children.
- Activities that are carefully planned and differentiated to allow all children to participate.
- Children supported by staff and peers.
- Children encouraged to take responsibility for their own learning journey.

If after receiving this, a child is still not making the required progress then interventions will be put in place to support the child with their area/areas of need. If after monitoring interventions your child still needs further support they would then move to SEN support.

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ Special Educational Needs and Disability Code of Practice: 0-25years (June 2014).p.83

The teachers at East Bierley monitor the progress of the children in their class through teacher assessment. Pupil progress meetings take place with the class teachers and the leadership team to see if every child is making the correct amount of progress. If your child isn't making the correct amount of progress they will be provided with extra support. This support is delivered in stages referred to as waves.

Waves of Support	Description of support provided	How parents will know?
Wave 1	All children receive high quality whole class teaching and work is differentiated to meet the needs of all children.	
Wave 2	Some children will require some additional support and this is usually in the form of targeted small group work led by the class teacher or a member of support staff.	Parents would be informed at parents' evenings if their child is getting extra support in the class and if there are any concerns about the amount of progress their child is making.
Wave 3	This is targeted support to help with a child's specific needs. Targets are given to the child and these are worked on in a small group or 1:1. Targets are written up on My Profile. Targets are made	Parents would be invited in to meet with the class teacher and discuss the child's individual targets.

	<p>with parents and the child present. These are then reviewed at least every term or sooner if required.</p> <p>If the My Profile targets are not helping the child to make progress, then additional help may be required. At this stage a My Support Plan would need to be completed with the child, parents and school SEnco. A My Support Plan looks in more detail at the child's difficulties and sets more detailed targets.</p> <p>If after at least two My Support Plans the child isn't making adequate progress and they have complex needs, an Education Health Care Plan can be requested. All evidence is gathered and provided in written form and sent to a central body. A panel then decides whether or not additional funding is required to support the child in the school.</p>	<p>Parents would be invited to a meeting with the school SEnco.</p> <p>Parents would be involved through the whole EHCP process. From the writing of it to the reviewing of it.</p>
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The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns you may have about a child/young person with behavioural needs would form an underlying part of a wider need (above) which you have recognised and identified clearly. To see how we support children with behavioural needs see our behaviour policy.

5. A Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. The quality of teaching is reviewed regularly by the senior leadership team. They undertake lesson observations looking at the appropriate challenge of work, level of differentiation and support given. Children in each class are asked questions about their learning and work books scrutinised.

All staff meet with the Head teacher or Deputy Head teacher following teacher assessments to discuss all children in their class. This allows teachers to discuss progress and highlight children who need more support through interventions.

This is monitored regularly through discussions with the SENCo, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**. Throughout this process we look at a range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives. We monitor behaviour and the way children deal with situations.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. Every child at SEN support will receive a SEN profile which highlights their needs, targets and strategies used to address these concerns. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

The decision to place a child on the SEN register is made in collaboration with the parent/carer. The progress of children on the SEN register is constantly monitored and reviewed through targets on the my profile or support plan. Children, parents and teachers meet at least once per term or more regularly if needed to review and assess the impact of the support been provided.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school ([refer to your provision map](#)). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered. At East Bierley Primary School we have a range of documentation to monitor the progress of our children who need additional support.

Stage of concern		Document	Explanation	Responsibility	Reviewed
Teacher highlighting concerns that wave one teaching is not meeting the child's needs.		Provision Map	This document shows all the interventions the child has been provided with. This are led by the class teacher and classroom support.	Class Teacher.	Termly or when intervention finishes.
SEn support. After a range of interventions the child is still not making required progress.		My Profile (SEN support)	This is written with parents/carers and child. It looks at the child's strengths and areas that need to develop. It has specific targets and measurable goals.	Class teacher and SENco	Termly or earlier if targets met.
The child has more complex needs.		My Support Plan	This is a very detailed document outlining a child's more complex needs. It would be written with parent/carers and child views. This document would be used to support an EHCP request.	Class teacher Senco parents	Termly
The child has more complex needs.		EHCP	This is a legal document which is issued by the local authority. It would mean that your child has been assessed by the local authority as needing an ongoing high level of support, which may need additional funding.	Class teacher Senco Parents Any agencies involved.	Yearly after final copy.

If the school feels it has exhausted its own resources in terms of supporting a pupil additional help can be requested from external agencies. This process entails a referral being made and an assessment of the submitted evidence being made by and external panel. Following a successful referral external support is offered to the pupil to enable them to make progress – the school works alongside the external agency to ensure the support is continues once the agency withdraws.

6. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

7. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements
- Our school policy on managing medical conditions of pupils

8. Supporting Pupils at School with Medical Conditions

At East Bierley Primary School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

The school SENCo or head teacher may arrange a meeting with the parent/carer and school nurse to decide if a health care plan is needed. This would outline details of any medications and details of when and how they should be administered.

Children's medicines are kept in school fridges if necessary. Asthma inhalers are kept in labelled boxes in each classroom. Epi pens are kept in the same place in an individual labelled box with a spare kept in the main office. We ensure that your child knows where their inhaler or epi pen is kept.

Any child needing medication will require a parental permission form to be completed. These are available from the school office. For full details of arrangements regarding the medical conditions and medications, please see the Managing Medical Conditions Policy.

9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will

be reviewed annually by the whole staff, governors and any amendments made to comply with the new legislation

Effective implementation of the SEN policy will be evaluated by:

Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.

Ensuring that available resources are appropriate for children's needs and adding to them as necessary.

Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.

Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings.

Ensuring that school records are kept up to date for each individual child. Reviewing the progress of children by using ANP's to ensure they are reaching their potential.

Termly consultations to discuss the progress of children with SEN. Annual reviews of children with an Educational Health Care plan.

10. Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Block	Mainstream per pupil funding (AWPU)
Element 2 Schools Funding	Block	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up		Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development

An induction process is in place for all teachers this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND. The SENCO also attends the local Additional Needs Partnership to keep up to date with local issues. This also allows all Sencos in the pyramid to share good practice and discuss new interventions.

11. Roles and Responsibilities

- The SEN Governor is Mrs H Huntington. They meet with the SENCO at least once termly and monitor the progress of pupils/students with SEN
- The school employs 10 support staff. They carry out a range of roles across the school including providing 1-1 support, small group support, general class support and pastoral roles and are line managed by the Headteacher. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mrs L Upham
- The member of staff responsible for Looked After Children is Mrs R Divine
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Mrs Ellis, Mrs Russell and all staff designated as safeguarding leads.

Meeting children's special educational needs is the shared responsibility of the LEA, governors, parents, teachers and support staff.

It is the statutory duty of the governing body to make provision for all children with SEN. This includes the majority of those who do not require EHC plans as well as the minority with EHC plans.

Governors must:-

Ensure a member of staff is designated SEN co-ordinator.

Ensure the necessary provision is made for pupils with SEN.

Consult with the LEA and other bodies to co-ordinate SEN provision.

Publish an SEN policy.

Publish information in the Annual Report to Parents on:-

- The success of the SEN policy
- Any significant changes
- Any consultations with other schools, the LEA etc.
- The allocation of resources.

Ensure that pupils with SEN have full access in all areas of school life. Ensure that a summary of the SEN policy is included on the school website. Consult with the LEA about appropriate staff training in SEN.

Have regard to the Children and families act 2014 and the SEND code of practice 0-25

The SEN Governor is Mrs H Huntington meets with the SENCo termly, to ensure a school governor is kept well informed and to monitor the progress of children with SEN.

The Head teacher

Has a legal responsibility to inform parents if a child is identified as having learning difficulties.

Will keep governors informed about SEN in school via termly reports to the Governing body by the SENCo.

Has the management role to determine how resources are allocated to and amongst children with SEN.

The Head teacher is Mrs Lysa Upham who meets with the SENCo termly to discuss SEN within school.

The Special Educational Needs Co-ordinator – SENCO

The SENCO is responsible for:-

The day to day operation of the policy. Liaising with and advising fellow teachers. Co-ordinating provisions for children with SEN. Maintaining the school's SEN register.

Liaising with parents / carers of children with SEN. Identifying and contributing to the in-service training of staff.

Liaising with external agencies, including the Educational Psychological Service and other support agencies, medical and social services and voluntary bodies.

The SENCO identified in school will actively encourage a positive working partnership between the parent / teacher / psychologist / other agencies, working to meet the special educational needs of each pupil.

The SENCO is Mrs R Divine

The Class Teacher

The Class Teacher will:-

Plan a broad and balanced curriculum. Assess and plan differentiated activities.

Identify a child's SEN using the agreed criteria.

Assess each individual child's SEN at the earliest opportunity. Employ learning strategies and programmes which will cater for SEN.

Plan and write Pupil Profiles, with the help of the SENCO where appropriate, to enable each child to have access to the National Curriculum.

Produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEN to experience success.

Assess and review progress through looking specifically at appropriate records. For example reading and spelling ages and any other specific tests required to assess progress to help monitor the effectiveness of interventions the teacher provides.

Liaise with parents at regular intervals.

Inform and explain the procedure to parents, value their contribution to reviews and Pupil Passport Plans, ensure they receive a copy of the Pupil Passport Plans

Inform the Head teacher and the SENCO of any child with SEN.

Liaise with Support Assistants who are working with children with SEN. Participate in regular SEN meetings and training.

Educational Teaching Assistants

Educational teaching assistants will:-

Work alongside Class Teachers implementing programmes with individual children under the direction of the teacher.

Prepare appropriate materials and resources.

Feedback information to staff and keep records as directed by the teacher

Contribute their knowledge of the child and progress to enable future provision to be made.

Undertake any necessary training.

school policies for SEN in the School Prospectus and at Annual Parents Meetings.

Parents

The school aims to promote positive, collaborative partnerships with parents.

We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

Partnership with parents is encouraged by:-Acting upon parental concerns.

Formal and informal discussion between parents and staff.

Providing activities for parents to work with their children at home when appropriate.

Involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.

Informing parents about

12. Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored in a locked cupboard. All documents are stored in the school until the child leaves. Then these are passed onto their new school and a signed slip to say the new school has received the documents is then kept at our school.

13. Reviewing the Policy

We will review this Policy within our school policy review cycle and in light of any legislation changes.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

15. Dealing with Complaints

Complaints about SEND provision should first be made to the class teacher who will inform the SENCO. If parents remain dissatisfied they should contact the SENCO themselves and then the Head teacher. If they are still concerned they should put their concern in writing to the governor with responsibility for SEND.

16. Bullying

At East Bierley Primary School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEN.

Please refer to our Behaviour Policy and Safeguarding Policy.

17. Appendices

- [The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support](#)