



Special Educational Needs and Disability Policy

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ALLERTON BYWATER PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

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“A child has SEND if they have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents them from making use of educational facilities.”

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (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 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions Sep 2016
- National Curriculum in England Key Stage 1 and 2 framework document Sep 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the Senco Lorraine Simpson with the involvement of SEND Governor Adele Dempster, members of the SLT and shared with all staff and will be shared with parents of pupils with SEND.

Children may have special educational needs or disability either throughout or at any time during their school career. Some children may experience barriers to learning and require particular action by the school. Teachers take account of these needs and make provision where necessary to support individuals or groups of children and thus enable them to achieve successful outcomes and participate fully in school activities. Such children may need additional or different support from that given to other children of the same age. Every teacher is a teacher of every child or young person including those with SEND. This policy ensures that curriculum planning, assessment and teaching of children with special educational needs or disability takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives

1. To create an environment that ensures that all our children have full access to all elements of the school curriculum
2. To outline how the special educational needs or disabilities of children are identified and assessed and provided for.
3. To ensure parental involvement in ongoing provision for the child's individual need.
4. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
5. To provide support and advice for all staff working with special educational needs or disabled pupils
6. To work within the guidance provided in the SEND Code of Practice 2014

Identifying Special Educational Needs or Disability

Early identification is vital.

The four broad areas of need which should be assessed and provided for are communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory or physical needs.

In our school we identify the needs of pupils by considering the needs of the whole child not just his or her special educational needs.

A child may be monitored by the class teacher, given extra support or placed on the SEND register if they meet the criteria. In some cases, a child's SEND requirement will be already in place through consultation with outside agencies. We involve parents at a very early stage and encourage them to help with programmes of work or behaviour modification. We aim to give parents regular accurate assessment of their child's ability and progress and to use a positive and encouraging approach.

Some children do not have SEND but may experience difficulties which will have an impact on their progress and attainment:

- disability
- attendance and punctuality
- health and welfare
- EAL
- being in receipt of Pupil Premium Grant
- being a Child Looked After
- being a Child of a Serviceman/woman
- barriers to learning

A Graduated Approach to SEND Support

A SEND register is kept and maintained by the Senco Lorraine Simpson.

A child is only recorded as having SEND if they do not make adequate progress, having received interventions and good quality first teaching. Every teacher is responsible for the progress and development of all the pupils in their class, including where these pupils receive support from teaching assistants or specialist staff.

High quality, well differentiated teaching is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of this. Screening for special needs, which have not been identified prior to admission to the school, will depend on the following: observation by the class teacher and other members of staff, Foundation Stage profiles, half termly pupil progress meetings and parental involvement. The name of any child who is not making progress in any or all of the four areas of need, is brought to the attention of the SENCO. Assessments are carried out, sometimes using PIVATs which breaks down the National Curriculum objectives into smaller steps to show progress. A plan is created by the class teacher/Senco, the plan is delivered and the child's progress is reviewed and assessed on a half termly basis following the assess, plan, do, review cycle.

Parents are involved either in next steps/annual review meetings or individual meetings with the Senco. The plans for support are discussed with the child and they have an opportunity to say what they think.

For those children with higher levels of need, external agencies and professionals are consulted.

Managing pupils' needs on the SEND register

The assess, plan, do, review cycle is completed on a half termly basis through pupil progress meetings, with a review of targets on the Individual Education Plan and a discussion of whether outcomes have been achieved and new ones need to be created, on a termly basis. The nature and level of provision is outlined in our SEND local offer and SEND Information Report (see website).

External support and advice is sought through the Senco for cognitive, communication and sensory and physical needs and sometimes through the Pupil Welfare Manager for social, emotional and behavioural needs. Parental input and permission is sought before these agencies are consulted.

The school is funded on a national formula per pupil. Blocks of £6000 are allocated depending on the number of children who meet the criteria and who are on the school's SEND register. The school can apply for Top Up Funding based on strict criteria if it is felt that a child's needs are above that which can be provided through the £6000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. This may take the form of a key worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum. SEND funding can also be spent on the purchase of specialist equipment or resources that will support a child's progress. Allocation of resources is the responsibility of the Head teacher and reflects a priority of need. This process is managed by the Senco and monitored by the governing body. Parents of children receiving high needs top up funding should be involved in decisions about the provision for their child and be aware of the option for personal budgets if the child is on an EHC Plan.

Criteria for exiting the SEND register

Some children, because of the nature of their special educational needs, are likely to be on the SEND register for most of their primary school career. Other children may have a temporary medical problem or require a course of speech and language therapy over a number of years. The SEND register is reviewed after each pupil progress meeting and parents informed if a child no longer needs extra provision and support.

Supporting pupils and families

Parents of SEND children should be made aware of the local SEND offer on our school website and at individual meetings with the Senco. www.allertonbywater.leeds.sch.uk New admissions to the school are co-ordinated by the Foundation Stage Manager Miss Asad and the Pupil Welfare Manager Ms Oldroyd. Details of our admission arrangements can be found in our Admissions Policy.

Members of staff are aware of extra provision their SEND children may need in terms of SATs and modified papers are sent for in advance by the class teacher or Senco, as required. Children with SEND are discussed in detail with the Senco and class teachers at the end of each academic year to aid smooth transition across classes and key stages. SEND children receive extra transition support to prepare them for the move to high school. Please see (also on our website) – Managing the medical conditions of pupils in school

Supporting pupils at school with medical conditions

Pupils at school with medical conditions are properly supported so they have full access to the curriculum, including school trips and PE. Specific risk assessments are completed where necessary and where children are disabled, the school will comply with its duties under the Equality Act 2010.

Some SEND children with medical conditions may have a statement or education and health care plan (EHC) which brings together health and social care needs as well as specialist educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and evaluation of SEND

The provision we offer all pupils at Allerton Bywater Primary School is monitored and regularly reviewed by the Senco/SLT on a half termly basis. Pupil views are recorded on the IEPs, parent views are sought if there are changes to the provision being considered and the SEND governor is informed about any changes. These regular monitoring arrangements promote an active process of continual review and ensure provision remains appropriate and effective.

Training and resources

Please see above paragraph for information of how SEND is funded in our school. Training needs of staff are identified and planned through the process of performance management and specific training needs are identified as needed. All staff are encouraged to undertake training and development to maintain the quality of teaching and provision for all pupils. Part of the induction process for new staff involves meeting with the Senco to discuss the structures and systems around our school's SEND provision and practice and the needs of individual pupils if relevant.

The Senco attends regular Senco network meetings in order to keep up to date with local and national updates in SEND.

Roles and responsibilities

The SEND governor for school is Adele Dempster. The Senco Lorraine Simpson and Headteacher Richard Cairns are responsible for the provision and support for SEND children in school.

The Designated Teacher with specific Safeguarding responsibility is the Head teacher Richard Cairns and Debbie Oldroyd, Pupil Welfare Manager. Head teacher Richard Cairns and Lorraine Simpson (Senco) are responsible for managing PPG/LAC funding. Lorraine Simpson is also responsible for managing the school's responsibility for meeting the medical needs of pupils.

Storing and managing information

Details of the SEND register and SEND records for individual children are kept confidentially by the Senco Lorraine Simpson.

Reviewing the policy

This policy will be reviewed on an annual basis. Next reviewed September 2018.

Accessibility

Our school building provides facilities for children with additional needs. We are largely wheelchair accessible and have disabled toilet facilities. Our new build includes light switches at appropriate levels and a lift for disabled access.

Please see Accessibility Plan.

The barriers for learning for each individual child in all classes are updated on a half termly basis following the pupil progress meetings. All efforts are made to ensure all children in school can access all areas of the curriculum, extra-curricular activities and school trips. Written information for disabled or impaired pupils and their parents are modified accordingly. Parents and carers can contact any key member of the school staff by telephone 01977 522620, in person at School Reception or by email cairnsr02@brigshawtrust.com, oldroyd02@brigshawtrust.com or simpsol05@brigshawtrust.com

Dealing with complaints

Complaints should be made in line with our Complaints Policy. All efforts are made to resolve these satisfactorily to all parties.

Bullying

Our school has an Anti-Bullying Policy which details the systems in place to prevent bullying of any of our pupils and to address issues where they arise.

Independence and resilience are promoted in all our children and the curriculum includes pastoral and SMSC education. Specific needs of SEND children around these areas are discussed with the relevant external agencies. Risk assessments for vulnerable children are completed and all children learn about e-safety.

Relevant documentation to be found on our website:

SEND local offer for our school

SEND Information Report

Managing Medical Conditions of Pupils in School

Accessibility Plan

Review date September 2019