



Bader Primary School

SEND Policy 2018

Aims & Definitions

Bader Primary School aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential, and is committed to providing, for each pupil, the best possible environment for learning. We recognise that many pupils will have special needs at some point during their school life. In implementing this policy, we believe pupils will be helped to overcome any difficulties.

What is SEND?

According to the SEND Code of Practice (2015):

- 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;
- A child has a significantly greater difficulty in learning than the majority of others of the same age;
- A child has a disability which prevents or hinders him or her from making use of facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What is Special Educational Provision?

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in Academies and those maintained by the LA, other than special schools, in the area. Bader Primary School also recognises that the most-able children in the school may have special needs.

Values & principles

1. We value all the children in our school equally.
2. All children are entitled to experience success.
3. All children are entitled to be given maximum possible access to a broad and balanced curriculum including the National Curriculum.
4. The aims of education for children with difficulties and disabilities are the same as those for all children. The help children need in progressing towards these aims will be different.
5. All children with SEND should be taught together with their peers wherever possible.
6. Every child is entitled to have his or her particular needs recognised and addressed.
7. Any child may encounter difficulties in school at some stage.
8. Any special provision made should relate to the individual needs of the pupils.
9. It is the responsibility of all teachers to identify and meet the needs of pupils. To ensure this happens they can draw on the resources of the whole school.
10. All special educational provision is more effective if pupils and parents are fully involved.

Roles and responsibilities

Bader Primary School will have due regard for the Special Needs Code of Practice (2015) when carrying out our duties towards all pupils with special educational needs. They ensure that parents are notified when SEND provision is being made for their child through joint consultations.

At Bader we recognise that provision for pupils with SEND is a matter for the school as a whole:

- The school's governing body, in cooperation with the head teacher and SEND Co-ordinator, determines the school's general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- A nominated governor takes a particular interest in and closely monitors the school's work on behalf of children with SEND.
- The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher keeps the governing body fully informed and works closely with the school's SEND team.

- The SEND team, led by the SEND coordinator, working closely with teacher colleagues, has responsibility for the day-to-day operation of the school's SEND policy and for coordination of provision for pupils with SEND.
- All teaching and non-teaching staff are kept fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The school's SEND team is made up as follows:

Mrs A. Douthwaite	Inclusion Lead, SEND Co-ordinator
Miss M. Weir	LAC Coordinator, EAL Coordinator, Gifted and Talented Children
Miss C. Ferens	Speech and Language Co-ordinator
Mrs S. Jones	Deputy Speech and Language, Gifted and Talented
Mrs Mulligan	PSA, Link with Place2Be
Mrs J. Kennard	SEND administrator
SENDCo assistants:	Miss C. Ferens and Mrs S. Jones

The SEND team ensures effective operation of the school's SEND policy and coordination of provision for pupils with SEND. Time is allotted where necessary at staff meetings for the consideration of pastoral matters or when there is a cause for concern regarding a particular child.

Staff development

Staff professional development is logged on the MIS system. Staff may also request training in line with the needs of the children in their care. In addition to this, the school seeks to make full use of the range and wealth of experience of the current teaching staff when planning in school training. Teaching Assistant requirements in their supporting of SEND pupils will be considered at least annually or as children's needs determine. Where appropriate, staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils.

Assess, Plan, Do, Review

Provision for children with special educational needs is a matter for the whole school. This includes the governing body, the school's head teacher, the SEND co-ordinator and all members of staff, particularly class teachers and teaching assistants. All teachers are able to differentiate to meet the needs of children with special educational needs. At Bader we aim to follow the recommendations of 'assess, plan, do, review' outlined in the SEND Code of Practice (2015).

Assess

School-based assessment procedures are seen as a continuous and systematic cycle of planning, action and review, developed in a way to enable the child with special needs to learn and progress. Assessment is seen as a natural extension of the school's approach to assessment generally and the meeting of the needs of all pupils.

In accordance with this, the school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. Some children do not present with a special educational need until later on in their school life, should class teachers feel that children in their class have a special educational need this will be discussed with those concerned.

This will then be discussed with parents or carers at an arranged consultation. The identification and assessment of the special educational needs of children whose first language is not English requires particular care. The EAL Assessment Framework will be used.

Plan

When a child has an identified special educational need, the SENDCo and class teacher will use this information to:

- Provide starting points for the development of provision required to support the child.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties, referring to the school Educational Psychologist, where necessary.
- Ensure ongoing observation and assessments providing regular feedback about the child's achievements and experiences. This will inform the next steps of learning.

Early Intervention (Do)

At Bader, we recognise that the earlier a pupil's needs are identified the more successful interventions are likely to be. The school procedures are designed to be responsive to and supportive of such early intervention.

Nature of intervention

The SEND coordinator, in partnership with those concerned, will decide on the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- An educational psychologist assessment
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training
- Intervention programmes including, but not limited to:

- Numicon
- Better Reading Partners
- Reading Recovery
- Fisher Family Trust
- Lexia
- Speech and Language (with on-site therapist).

Target setting, monitoring, evaluation and review

- Where individual academic targets are set, the standard school pro-forma will be used and reviewed at appropriate intervals, frequently monitored by the class teacher in all cases.
- Where individual targets to do with behavioural, emotional and social development are set:
 - A behaviour plan will be written in collaboration with parents and signed by the class teacher, parent and pupil. A copy of this document will be uploaded to the child's CPOMS;
 - Place2be may offer counselling/play therapy for the child and/or support to the parents/carers after discussion with a staff member;
 - Records of school and external provision will be entered on the provision map and on CPOMS.
 - Behaviours will be logged and monitored using CPOMS
 - All documentation relevant to 1. referrals made to support agencies, and 2. assessments and recommendations received from outside agencies, will be uploaded to the child's CPOMS
 - Records of consultations had with parents, updates on progress and specific incidents will be recorded on the child's CPOMS
- On review of each child's SEND provision, outcomes of the target setting – monitoring – evaluation process will inform next steps.

Review

Provision being made to support the achieving of an individual child's targets will be recorded as part of the provision mapping process – as will needs and provision made to support those with 'Physical & Sensory' or 'Communication and Interaction' needs. In addition to this, any

interventions taking place will be assessed to ensure that these interventions are having a sufficient effect on a child's progress.

Requesting an Education, Health and Care Plan

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency. The school will have the following information available:

- Interventions and strategies already tried by school
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Educational Psychologist Report
- Relevant CPOMS records
- Level of achievement in Reading/Writing/Maths
- Progress in Reading/Writing/Maths
- The views of parents from a planning meeting
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Guidance around applying for an EHCP can be found here:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/advice.page?id=gaUuKeUIWR4>

Reviews of Statements/EHCP

Statements must be reviewed annually. The Local Authority will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The Head teacher, alongside the SENDCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENDCo
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic English/Maths and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that all schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having special educational needs. Pupils with special educational needs, but without statements, must be treated as fairly as all other applicants for admission. (SEND Code of Practice 1:33).

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Head teacher informs the governing body of how funding has been allocated to support special educational needs. The Head teacher and the SENDCo meet regularly to agree on how to use funds.

School SEND System & Record Keeping

The school will record the steps taken to meet pupils' individual needs. These will be recorded using the Bader Primary Sharing Space (Google Drive) and CPOMS. All staff will have access and take responsibility for updating these. The school SEN system comprises of:

- Provision mapping
- SEN Support Plans
- CPoms recording of incidents
- Tracking of interventions
- Professional Development Log

The system also serves as a readily accessible storage base and point of reference for the following:

- current SEND register, stored by school and by individual year groups;
- blank and completed support services referral forms;
- Speech & Language Services appointment dates;

- SEND definitions and guidance;
- Bader SEN Policy, SEN Information report and the Bader Local Offer.

Partnership with parents

Bader Primary School firmly believes in developing a strong partnership with parents, which will enable children with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

As detailed in the SEN Code of Practice (2015) 6.65

Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review the progress. Alongside this, there should be a discussion about the activities and support that will help them achieve and identify the responsibilities of the parent, the pupil and the school.

Parents will be offered two consultations with the class teacher per year. In addition to this, they will be able to book meetings with Class Teacher and SENDCo as they feel necessary.

In addition to this, via the website, parents will be made aware of the following support services available in the Stockton Local Area.

Special Educational Needs and Disabilities Information and Advice Service (SENDIASS)

<http://stocktoninformationdirectory.org/kb5/stockton/directory/results.page?qt=SENDIASS&term=&sorttype=relevance>

Parents should also be made aware of the Stockton Local Offer

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

Complaints Procedure

The school's complaints procedure is outlined on the school website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

Transfer and transition

Year 5 reviews will indicate the provision that is likely to be required in Secondary school. As part of the Year 6 review process the SENDCo of the Secondary school will be invited to give their input, thus enabling the receiving school to plan appropriately for the new school year. Visits by those children on the SEND register, and their parents, to the receiving secondary school's support base – arranged through the SENDCO – is seen as a fundamental part of the process.

Working with other agencies

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- In school Educational psychologist
- Place2Be
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The Local Authority
- Specialist Services (e.g. Learning Support Service and Behavioural Support Service)
- Social Services

SEND Policy review

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

The outcomes of this review are used to inform the School Development Plan.

Signed Head teacher Mr Hodgson

Signed SENDCo Mrs Douthwaite

Signed Chair of Governors Mrs Oxlee

Date: 5th November 2018

Review: This policy will be reviewed November 2019