



Bader Primary SEN Policy 2016

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 time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

What is SEN?

According to the **SEND Code of Practice (2015)** Which can be found [here](#).

-A child or young person has SEN 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 if he or she:

-has a significantly greater difficulty in learning than the majority of others of the same age, or



-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 schools maintained by the LA, other than special schools, in the area.

Bader 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 SEN should be taught together with their peers for as much of the time as 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 SEND of pupils. In this 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, and ensure that parents are notified when SEND provision is being made for their child through Structured Conversations.

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 SEN 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. He keeps the governing body fully informed. The head teacher works closely with the school's SEN team.
- The **SEN team**, led by the **SEN coordinator**, working closely with teacher colleagues, has responsibility for the day-to-day operation of the school's SEND policy and for coordinating 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:

Mr S Feasey	Head teacher and Designated Lead for Child Protection
Miss S King	SEN Co-ordinator and Deputy Designated Lead
Miss L Carr	Speech and Language Co-ordinator
Miss S White	Link with Place2Be

The SEND team meets on a regular basis to ensure effective operation of the school's SEND policy and coordination of provision for pupils with SEND. Time is allotted at weekly staff meetings for the consideration of pastoral matters, when the cases of individual children – where there is cause for concern – are discussed openly.



Staff development

Staff professional development is logged using a professional development tracker. 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 SEN pupils' needs will also be considered frequently. 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. The governing body, the school's head teacher, the SEN co-ordinator and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.



At Bader we aim to follow the recommendations of 'assess, plan, do, review' outlined in the SEN 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 SEN until later on in their school life, should class teachers feel that children in their class have a SEN this will be discussed with the SEND Team. This will then be discussed with parents/carers at the child's Structured Conversation.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs



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, as necessary.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Early Intervention (Do)

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

Nature of intervention

The SEN coordinator and SEN team in collaboration with the class teacher will decide 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:



- o *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*
- o *Place2be may offer counselling/play therapy and/or support to the parents/carers and/or class teacher*
- o *Records of school and external provision will be entered on the provision map and on CPOMS.*
- o *Behaviours will be logged and monitored using CPOMS*
- o *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*
- o *Records of consultations had with parents, updates on progress and specific incidents will be recorded on the child's CPOMS*
- *On review of each individual 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 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 using 'effect sizes' to ensure that these interventions are having sufficient effect on a child's progress.

Requesting an Education, Health and Care Plan

The school will request a Statutory Assessment from the LA 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 person-centered-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 LA 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://www.stocktonunitedforchange.co.uk/latestNews_110_2574424135.pdf

Reviews of Statements/EHCP

Statements must be reviewed annually. The LA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher 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 headteacher 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 literacy/numeracy 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 SEND . 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 SENCO 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 statements of special educational needs and Education Health and Care plans. The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Head Teacher and the SENCO meet regularly to agree on how to use funds directly related to statements.

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:

- *Provision mapping*
- *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 SEN register, stored by school and by individual year groups;*
- *blank EP referral forms;*
- *CAMHS referrals*
- *blank and completed support services referral forms;*
- *blank and completed CAF forms;*
- *Speech & Language Services appointment dates;*
- *SEND definitions and guidance;*
- *Common Assessment Framework (CAF) guidance and publications;*
- *Bader SEN Policy, SEN Information report and Bader Local Offer*

Partnership with parents



Bader Primary School firmly believes in developing a strong partnership with parents and that this 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, SEN 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 progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school

Parents will be offered two Structured conversations per year of up to one hour. In addition to this they will be able to book meetings with Class Teacher and Senco.

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)



<https://www.stockton.gov.uk/children-and-young-people/children-with-special-educational-needs-sen/what-to-do-if-you-think-your-child-has-special-educational-needs/special-educational-needs-and-disability-information-advice-and-support-service/>

Stockton United for Change
<http://www.stocktonunitedforchange.co.uk/>



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 LA 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 SENCO 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 schools' SENDCOs – 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 LA*
- *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 SENCO

Samantha J King



(Miss S King)

Signed Head teacher *Simon M Feasey*
(Mr S Feasey)

Signed Chair of Governors *Clare Mason*

Date: 16 November 2016

Review: This policy will be reviewed **November 2017**

