

Bader Primary School

SEND Policy

Statement of intent and 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.

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Learning difficulty is defined in the Special Educational Needs Code of Practice (2001) as follows:

Children have a learning difficulty if they:

- a. *Have a significantly greater difficulty in learning than the majority of children of the same age, or*
- b. *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 education authority, or*
- c. *Are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for them.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

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 LEA, other than special schools, in the area.

The 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 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 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.

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, 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.
- 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 SEND coordinator.
- The **SEND 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 involved in the development of the school's SEND policy and are kept fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

Responsibility for SEND is as follows:

Mr S Feasey	Head teacher and Designated Officer
Miss M Weir	SENDCO

Staff development

As a routine part of staff development, INSET requirements in SEND will be assessed. The school seeks to make full use of the range and wealth of experience of the current teaching staff when planning INSET. Learning Support Assistants requirements in their supporting of SEND 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 SEND pupils.

Identification, assessment and review

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.

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 line with The SEND Code of Practice advocacy of a graduated response to meeting pupils' needs, when pupils are identified as having SEND the school will intervene through School Action and School Action Plus as described below.

SCHOOL ACTION

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results.

Nature of intervention

The SENDCO 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
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

Target setting, monitoring, evaluation and review

- Where individual academic targets are set, the standard school pro-forma will be used and fixed to the inside cover of the child's Literacy and/or Numeracy book – with target related progress assessed and reviewed at appropriate intervals (at least once a term), frequently monitored 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. This will be reviewed termly.
 - Records of school and external provision will be entered on the child's individual provision map.
 - A behaviour journal will be created and maintained, for the recording of specific incidents and of progress. If a behaviour journal entry represents an account of a particular incident, that entry should include: a factual account of what has happened, including actions taken and, if appropriate, articulated perspectives of those involved. They needn't be lengthy but should cover such elements. They shouldn't be coloured in any way by personal feelings.

- On review of each individual child's SEND provision, outcomes of the target setting – monitoring – evaluation process will inform next steps.

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 'Speech Language and Communication' needs.

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENDCo after full consultation with parents at a review undertaken within School Action. External support services will advise on targets and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting action plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA 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 a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IPM
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

REVIEWS OF STATEMENTS

Statements must be reviewed annually. The LEA 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 LEA
- Any other person the LEA 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 IPM 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)

Resources

The school's 'provision mapping' tool will allow for the recording of both the range of support *given* and support *available* to the children in school, thus ensuring the most effective allocation of resources across the school - human and material; it also being a useful indicator as to training and resource needs.

School SEND System & Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. Accordingly, the school operates a fully integrated and networked SEND management system: a system that is transparent, where appropriate, that offers ownership to *all* staff, requiring everyone's input and views, thus recognising the importance of their input *and* having them recognise their responsibility to the maintenance of that system.

The school SEND system comprises:

- an individual provision map for each child on the special educational needs register. This includes general information, medical details and what provision is currently (and previously) in place. This is uploaded onto the school networked system for all teaching staff to monitor progress so that adjustments can be made where necessary.
- blank forms and guidance on the school networked system available for all staff
- SEND file kept on each child who is currently or previously been registered as having special educational needs (this includes any medical information and assessments that have taken place)
- record of behaviour plan

Integral to the SEND system is the 'provision mapping' facility that allows for the recording of both the range of support *given* and support *available* to the children in school, thus ensuring the most effective allocation of resources across the school - human and material - and a useful indicator as to training and resource needs.

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

- current SEND register (additional provision map completed each term and shared with all staff)
- completed support services referral forms (copies found in individual child's SEND files;
- completed CAF forms
- SEND definitions and guidance;
- SEND & *Every Child Matters* publications e.g. *SEND Code of Practice*;
- Common Assessment Framework (CAF) guidance and publications;
- Bader SEND Policy

Partnership with parents

Bader Primary School firmly believes in developing a strong partnership with parents and that this will enable children with SEND 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.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

(*SEND Code of Practice 2.2*)

The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LEA. In this, we recognise the school's responsibility in the stipulation made in The SEND Code of Practice that:

'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'

(SEND Code of Practice 2.14)

Complaints procedure

The SEND Code of Practice outlines additional measures the LEA 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:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

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

- The LEA
- Specialist Services (e.g. Learning Support Service and Behavioural Support Service)
- Education Welfare Officer
- Social Services
- Sure Start
- BEST
- Other groups or organisation

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 SENDCO
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(Miss M. Weir)

Signed Head teacher
(Mr S Feasey)

Signed Chair of Governors
(Mr D. Griffiths)

Date: 10th June 2012

Review: This policy will be reviewed June 2013