

Bhylls Acre Primary School



SEND Policy

Adopted by: Bhylls Acre Primary School

On: 1st September 2021

Review date: July 2022

Key amendments made to this document in (date)

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Our Ethos

Bhylls Acre Primary School will strive to nurture happy, confident individuals, with a passion for life-long learning, equipped with the self-motivation and courage to understand and respect our ever-changing world.

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Bhylls Acre Primary School, we aim to offer excellence and choice to all our children, with inclusive teaching of a broad and balanced curriculum, through accurate provision and support for individual learning. We have high expectations of all our children and expect that children with SEND will meet or exceed these high expectations by the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community as well as creating successful and strong links to working in partnership with their families.

Special Educational Needs and Disability (SEND) Legislation and Guidance

At Bhylls Acre Primary school our policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 (0-25 years) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

SEN: A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability:

Pupils who have SEN may have a disability. Under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Key Roles and Responsibilities**SENCO - Mrs Rachel Fleming**

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans (Education, Health and Care Plan)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Be the named designated teacher in school for looked after children (LAC)

SEN Governor - Mrs Amanda Bamford

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Headteacher - Mrs Jane Woodall

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Progress for SEND pupils is an integral part of teacher performance appraisal

The four broad areas of need

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple

learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. School has a clear process of how any disruptive behaviour will be managed so that it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identifying pupils with SEN and assessing their needs

As a school we are proactive in the early identification of children with SEN, which forms part of our whole school monitoring of children's individual progress and development. Making effective provision improves the long-term outcomes for children with SEN and ensures that the actions the school needs to make are tailored to each child's individual needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Assessing and reviewing pupils' progress towards outcomes

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will begin a concern plan to carry out a clear analysis of the needs of the pupil. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

If the support a pupil requires is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register with a Bhylls Acre Support Plan (BASP). We will follow the graduated approach and four part cycle of *assess, plan, do, review* with the child/young person at the centre of the process. The BAP is a working document and is regularly updated as more begins to be understood about a child's SEN, including their response to interventions. Particular care is taken when identifying and assessing SEN for children whose first language is not English (EAL).

Where a child and family would benefit from co-ordinated support from more than one agency, an Early Help Assessment may be used to identify help required and to prevent needs from escalating.

A Graduated Approach to SEN Support



The four part cycle:

The four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the **graduated approach**. It draws on more detailed approaches and more specialist expertise in successive cycles.

Assess:

We will ensure that we regularly assess all pupils needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Special Educational Needs Support Service (SENIS), Educational Psychologists (EP) and from health and social services.

Plan:

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with him/her using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do:

The class teacher is responsible for working with the pupil on a daily basis. There will be close liaisons with HLTAs/TAs or specialists who provide support set out in the plan and monitor progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review:

The plan including the impact of the support and interventions will be reviewed termly by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of the next steps for a further period or where successful the removal of the pupil from SEN Support.

Referral for an Education, Health and Care Plan (EHCP)

Some children and young people may require an education, health and care needs assessment in order for the local authority to decide whether it is necessary for it to provide extra provision. This assessment is usually requested by the school but can be requested by a parent. If it is decided that the child's needs are not being met by the support that is ordinarily available, then an EHC Plan will be provided by the Special Educational Needs Assessment and Planning Service. The application for an Education, Health and Care Plan (EHCP) will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Professionals

Following on from this:

- The school and the child's parents will be involved in developing and producing the plan
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually (or more frequently if the child is under 5) by the SENCO, staff, professionals involved, parents and the pupil

Our approach to teaching pupils with SEN

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Bhylls Acre Plans (BAP) are reviewed termly with pupils and parents/carers. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This teaching will be differentiated for individual pupils.

SEN support provided could include:

An individual learning programme

In-class support - individual or small group (Teacher or HLTA/TA)

An intervention group – Read Write Inc, Mathematics, English (reading/writing)

Reading support (1:1)

Communication and language groups – speech and language support

Social skills – interacting with others; working and playing with others

Bought in support from external agencies

Provision of specialist resources e.g. computer software

Adaptions to the curriculum and learning environment

At Bhylls Acre we ensure our curriculum is adapted to ensure all pupils' needs are met by:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and the content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, coloured overlays, visual timetables, coloured backgrounds and larger font sizes

- Not discriminating against disabled pupils and taking responsibility for reasonable steps to include pupils with a disability
- Making increased accessibility for disabled pupils in line with the LEA's strategic planning

Staff are aware of the distinction between the definition of a pupil with SEN and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'. For further details, see the Accessibility Plan which is available on the school website.

Expertise and training of staff

The SENCO, Mrs Fleming, has had 4 years' experience in this role and achieved the National Award for Special Educational Needs Coordination in 2017.

Mrs Fleming is allocated 2½ hours a week to manage SEN provision.

In our school staff receive a range of training opportunities to reflect the needs of the children in school at a specific time. Some Staff members have received training and support in the following areas:

- Autism Awareness Training
- SENSS training and advice
- Paediatric First Aid Training
- Read Write Inc Training

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school.

The annual review in Year 5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.

Children with SEN may also need additional visits that can be arranged in the summer term.

Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/secondary/home.aspx>

For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. The records of pupils are transferred to their new school.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Using pupil voice and questionnaires

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our residential trips in Year 2 and Year 6.

All pupils are encouraged to take part in sports day, school performances and special workshops.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of clubs in school to promote teamwork and building social relationships/friendships
- Playground leaders are available to support pupils on the playground with games and friendships
- PSHE encourages all pupils to respect one another and to celebrate their successes
- We have a zero tolerance to bullying.

Working with other agencies

If progress is still poor despite additional support, advice may be sought from external agencies, with parental agreement. Bhylls Acre Primary works with the following agencies:

Special Educational Needs Support Service (SENSS)

Behaviour Support Service

Autism Outreach Team

Hearing Impairment Team

Visual Impairment Team

Educational Psychology Service

Physical Disability Support Service

Base 25 – Counselling

Wolverhampton 360 (Team around the Family – T.A.F.)

Families First (South Staffordshire)

Social Services

School Nurse

Duty Officer Staff– Attendance

CAMHS (Child and Adolescent Mental Health Service)

Concerns or complaints about SEN provision

We urge parents/carers, with any concerns regarding SEN provision for their child in our school, to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the headteacher. If concerns are still unresolved parents may wish to engage in the School's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of pupils with SEN

Parent Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk

Parent in The Know newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Staffordshire Marketplace

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>

The local authority local offer

Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals.

The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.

The Local Offer was developed with parents, carers, children and young people with special educational needs and disabilities and professionals to help ensure it meets all needs. Information and advice about services for children and young people with special educational needs and disabilities is in one place, so it is quick and easy to find.

The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out in one place information about provision available across education,

health and social care for children and young people in the area who have special educational needs or are disabled.

If you require any further information about the Local Offer please email localoffer@staffordshire.gov.uk

Monitoring arrangements

This policy will be reviewed by the SENCO every three years. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies

This policy links to our policies on: Accessibility plan, Behaviour and the Equality policy