

## South Baddesley Church of England Primary School

### Special Educational Needs and Disability Policy

#### Terminology

##### **SEND – special educational needs and disability**

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' SEND Code of Practice

**Parents** – refers to adults who are legally responsible for the care of a child at the school.

**Staff** – any adult employed at South Baddesley CE Primary School.

#### Principles

At South Baddesley CE Primary School we strive to provide all children with SEND appropriate and effective provision to meet their needs and to enable them to make good progress in all areas of learning.

Our curriculum and learning environment is inclusive and adapted to meet different learning, social and emotional needs.

We welcome all children to our school and work in collaboration with all stakeholders to ensure pupils can access the overall life of the school.

This means our provision is:

- ✓ Inclusive
- ✓ Reflective
- ✓ Progressive

We recognise that all children require high quality teaching that is well differentiated and matched to both individual and group needs. Pupils with SEND primarily access this high quality provision alongside their peers in class. Teachers address targets and strategies specifically designed for individual SEND pupils through a highly inclusive provision. Sometimes pupils with SEND require additional support outside of the classroom.

All staff take responsibility for adapting and regularly reviewing our provision so that it supports all learners and fully embraces diversity.

It is through this provision we meet our statutory obligations.

## **Aims**

- ✓ To work in partnership with pupils, parents, carers and wider professional agencies.
- ✓ To secure the highest possible standards of learning and development for all children.
- ✓ To create an inclusive and nurturing environment with high expectations for all children.
- ✓ To effectively identify pupils with SEND and work within the guidance provided in the SEND Code of Practice 2014.
- ✓ To provide the necessary support and professional development for all staff in order to meet a range of pupil needs.

## **Legislative Compliance**

This policy complies with guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). This policy provides guidance for parents, pupils, staff and references the following guidance:

- ✓ SEND Code of Practice 2014
- ✓ Ofsted Inspection Framework
- ✓ Children and Families Act 2014
- ✓ Equalities Act 2010
- ✓ Safeguarding Policy: September 2018

## **SEND Information Report**

At South Baddesley, we set out our SEN provision within our SEND Information Report. This is created collaboratively and is reviewed by the various stakeholders in the school community. This report is available on our school website and in paper copy via the school office. It is shared with all parents annually.

## **Staff**

The Special Education Needs Co-ordinator (SENCo) is Miss. Caitlin Martin and the Teaching and Learning Lead for Inclusion, Miss. Laura Fairlie. The SENCo and Inclusion leaders lead the **SBS Inclusions Team**. This team includes:

- ✓ ELSA: Mrs Madeline Toomer.
- ✓ Tala trained teaching assistant: Mrs Emma McGuckian.
- ✓ DSLs - Mrs. Anne Moir, Ms. Michaela Fordham and Emma McGuckian.
- ✓ SEND Administration: Emma McGuckian
- ✓ SEND assessments and support - Mrs. Claire Whisker
- ✓ Designated Teacher - Caitlin Martin
- ✓ Pupil Premium Leader - Anne Moir
- ✓ Equality, Diversity and Inclusions Leader - Katharine Simkins

Parents and professionals can make appointments to see a member of the Inclusions Team via the school office (01590) 626243. Alternatively, initial enquiries can be discussed with pupil's class teachers or sent to the SEND email: [SEND@southbaddesleypri.co.uk](mailto:SEND@southbaddesleypri.co.uk)

## **Responsibilities of the Inclusions Team:**

- ✓ Overseeing the day-to-day implementation of the SEND policy.
- ✓ Creating an annual development plan in-line with the school development plan.
- ✓ Maintaining the SEND register and co-ordinating the provision for SEND children.
- ✓ Liaising and supporting staff in the effective provision of SEND through the development of inclusive classroom strategies, effective IEP writing, assessments and referral processes.
- ✓ Meeting with pupils, parents and external agencies and supporting class teachers to meet with wider agencies when appropriate.
- ✓ Updating CPD and implementing new ideas to continually evolve and improve SEND provision.

### **Responsibilities of class teachers**

Class teachers are accountable for the provision for SEND children.

- ✓ Daily provision and support of children with SEND within an inclusive classroom environment.
- ✓ Updating and management of IEPs.
- ✓ Making referrals to the Inclusions Team when necessary.
- ✓ Working alongside the Inclusions Team and implementing their suggestions.
- ✓ Meeting with parents and carers.
- ✓ When appropriate, meeting with and providing reports for external agencies.
- ✓ Seeking professional development when necessary.
- ✓ Working confidentially and in respect of pupils' needs.

### **Responsibilities of support staff:**

- ✓ Working with pupils both within and outside the classroom environment.
- ✓ Providing small group and 1:1 programmes of support/ interventions when directed to by the class teacher.
- ✓ Providing feedback regarding class work, interventions or pupil's voice to the class teacher and when necessary SENCo and parents.
- ✓ Sometimes working alongside external agencies and updating training.
- ✓ Keeping records of work provided.
- ✓ Working confidentially and in respect of pupils' needs.

### **Responsibilities of parents**

- ✓ Share and discuss any concerns they have about their child's learning or development with school staff.
- ✓ Attend meetings with school staff and sometimes external agencies.
- ✓ Support their child to meet their IEP targets.
- ✓ Be open to working in partnership with the school and other agencies in the best interests of their child.

### **Responsibilities of Governors**

At South Baddesley there is a Governor responsible for SEND. This Governor regularly meets with the SENCo and/ or members of the Inclusions Team to discuss, monitor and review SEND provision.

This involves the Governor in:

- ✓ Evaluating the implementation of the SEND Policy
- ✓ Ensuring that appropriate funding is in place and fairly allocated to meet the needs of SEND pupils.
- ✓ Ensuring the SEND is integral to the life of the school and on-going school development.

The SEND Governor provides termly reports to the Governing Body regarding the provision of SEND at South Baddesley. The SEND Governor is Mrs Sue Thomas.

### **Identification, Assessment and Provision:**

The SEND Code of Practice identifies four broad areas of need:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental Needs
- ✓ Sensory/Physical Needs

At South Baddesley, we seek to provide early identification of needs. This process occurs in various ways, initially through everyday classroom observation, feedback and assessment but may include the following:

- ✓ EYFS observations and on-entry assessments
- ✓ DEST screening, initially at the end of year R, but repeated later when necessary
- ✓ Use of Language and Communication screener at the beginning of year R, but repeated later when necessary
- ✓ Use of physical needs assessment tool
- ✓ Entry to year 1 phonics assessment
- ✓ Use of Sandwell Maths screener (years 1-4)
- ✓ Use of Nara Reading and Spelling assessment
- ✓ Use of Boxall and Thrive assessments to determine developmental needs.
  
- ✓ Use of Dyslexia Gold, Highland Literacy and Sounds Linkage to assess phonological awareness, spelling and visual processing.

These tools for identification and assessment of needs are to provide further information about a pupil's needs; these are not tools for the diagnosis and labelling of needs. If such assessments are required, we work with a range of external agencies to provide these assessments.

### **A graduated approach to SEND support**

In line with DFE guidance, we provide a graduated approach to SEND. This means that there are various steps to providing support all within a cycle of 'assess, plan, do and review.'

Children are identified as having SEND throughout all phases of their learning. Initially this identification may arise from classroom observation, discussions with parents at Parents Consultation, liaison with previous settings and agencies.

Following initial concerns being raised or identified, the class teacher is responsible for adapting the daily learning environment to meet the pupil's needs; they may seek the guidance of a member of the Inclusions Team to do this.

Typically early support may include some of the following inclusive strategies:

- ✓ Different learning materials or equipment.
- ✓ In-class strategies.
- ✓ Catch-up interventions or use of pre-teaching.
- ✓ Additional home-learning; for example the provision of vocabulary mats prior to a topic commencing.
- ✓ Further CPD for class staff.

If concerns persist following these initial interventions a referral to the Inclusions Team may take place. These referrals are a result of a pupil making inadequate progress despite the initial intervention of classroom staff.

Inadequate progress includes the following:

- ✓ The gap between pupil and peers is not closing.
- ✓ The gap in attainment between pupil and peers is widening.
- ✓ Is unable to access the full curriculum due to barriers created by a learning, physical, social or emotional need.
- ✓ Social and emotional skills are below age-related expectations (after consideration of broad spectrum of age-related norms).
- ✓ In termly assessments, pupils are recorded as **not on track to meet age-related expectations (N)**.

The Inclusions Team reviews all referrals and works in collaboration with pupils, parents and staff to enhance support. Sometimes this includes further school-based assessments or could include a referral to an external agency.

At all stages in the identification of need and provision of support, the needs of the whole child and the family context is taken into account. Support is precise, sensitive and reflective. Provision for SEND is a collaborative approach and pupils are included in the process so that their views are listened to and responded to.

At South Baddesley we keep an updated SEND register. Whilst we recognise some pupils will have needs within more than one area, the SEND register identifies the pupils' main areas of need and level of support.

The SENCo is responsible for ensuring all records are kept and available when necessary. The SENCo also works in collaboration with the Inclusions Team to monitor the quality and provision of SEND records and provision.

Regular feedback is provided to the school leadership team and available resources are allocated according to need.

### **Individual Education Plans (IEPs)**

Pupils who are receiving support at wave two or three have an **Individual Education Plan (IEP)**. These plans set out the main area of need, the pupil's view of the need, the everyday strategies that support the child in accessing school life and the short-term objectives of interventions provided.

IEPs are reviewed by pupils, staff and parents each term.

### **Referrals to external agencies**

Referrals to external agencies may take place. However, they are likely to take place as a consequence of one or more of the following:

- ✓ School based assessments and screeners have been used to provide further detail around a pupil's needs but this is not seen as adequate for the full identification of need and support.
- ✓ Class based support has resulted in a referral to the Inclusions Team and a review of current strategies has led to the request for further guidance.
- ✓ A pupil is unable to meet the targets set on an IEP despite on-going and adaptive support being provided.

External agencies may be able to provide more detailed diagnostic assessments, guidance and specialist strategies to support the needs of an individual child. Referrals to external agencies are made in consultation with pupils, parents and staff. External agencies can help school staff develop and grow current school provision through fresh ideas and support.

### **Education Health Care Plans (EHCPs)**

An Education Health Care Plan (EHCP) is used to secure more specific provision for a pupil in order for them to achieve the best possible outcomes across education, health and social care. An EHCP may entitle a pupil to on-going support and into their transition to adulthood.

An EHCP will:

- ✓ Record the views, interests and aspirations of the pupil and their parents.
- ✓ Provide a full description of the pupil's educational, health and social care needs.
- ✓ Establish clear outcomes for the pupil, based on the aspirations recorded.
- ✓ Specify the provision needed and how different agencies can work together to provide this.

Either the school or pupil's parents are entitled to request the local authority (LA) complete an education, health and social care assessment. When the school makes a request to the LA, the child will have demonstrated significant cause for concern.

The LA will need information about the child's progress over time and will also need documentation in relation to the child's educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will continue to provide this provision while further assessment is being undertaken.

Statutory assessment involves consideration by the LA, working cooperatively with parents, the schools and as appropriate other agencies, as to whether an Education Health Care Plan is necessary.

All Education Health Care Plans must be reviewed at least annually with the parents, the child, the LA, and the school. The professionals involved are invited to consider whether any amendments need to be made to the description of the child's needs or to the provision specified in the statement.

The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child would require at the next key stage. The SENCo of the receiving school or setting should be invited to attend this review, to allow them to plan an appropriate IEP for the beginning of the New Year to support effective transfer.

### **Medical Conditions**

At South Baddesley we recognise that children with medical needs should be fully supported so that they can fully embrace school life and access the opportunities available. All pupils with medical needs will be provided with an Individual Health Care Plan (IHCP). These plans are written in consultation with parents and pupils. Details of this provision are set out in the SBS Medical Needs Policy. It is available on our school website.

### **Complaints Procedure**

Initially, all concerns from parents about their child's Special Educational Needs provision are made to the Class Teacher. Where a parent feels that a situation has not been resolved through contact with the class teacher they should make an appointment to discuss it with the school Special Educational Needs Coordinator (SENCo) who follows this up with relevant staff. However, if a parent is not satisfied with the response given, the Complaints Procedure outlined on the school website should be followed.

### **Policy Review**

This policy is reviewed by the SENCo annually.

- Policy reviewed: June 2023
- Policy review date: June 2024



