

# SEND POLICY



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Statutory Policy	Yes
Policy on Website	Yes

# Saltaire Primary School

## SEND Policy

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### 1. Aims

#### Our School Vision

At Saltaire Primary School, we believe there is no better place of learning – for our children, our staff and our wider community. Our vision is for all our children to be well prepared to take their places in the global community. Our ethos ensures that we develop independent and resilient learners, curious about the world around them and confident to make informed decisions. Therefore, we are committed to providing the very best opportunities for development, rooted in meaningful experiences and a bold, broad and challenging curriculum. We have high aspirations for our children's futures, recognising the pivotal role we play in securing their learning journeys. Our highly nurturing and inclusive ethos ensures that no child falls through the 'safety net'. Our teachers and support staff are highly skilled, supported through strong professional partnerships so that teachers are fully prepared for the challenges of their work through high quality professional learning and support. We achieve this vision by ensuring that all stakeholders subscribe to the following core values.

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Saltaire Primary School:

- Children are provided with high quality learning opportunities, so that each child attains and achieves all that they are able to do.
- There are high expectations for everyone.
- We promote an ethos of care and trust where every member of our community feels that they truly belong and are valued.
- We recognise everyone's uniqueness and success.
- We are committed to improving children's confidence and self-esteem.
- We recognise learning in all its forms and are committed to nurturing lifelong learners.

- We know that safe and happy children achieve.
- There will be no invisible children here.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 SEN information report

## 3. Definitions

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

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.

## 4. Roles and responsibilities

### 4.1 The SENCO

Our Assistant Headteacher for Inclusion is responsible for all the duties of a Special Educational Needs Co-ordinator (SENCO) and manages the provision we make for children with SEND. National Award for SEND (NASENCo award) achieved in December 2018.

Name and Contact Details:

Mrs Tracey Liddle  
Saltaire Primary School  
Tel: 01274 584093

They 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

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

#### **4.2 The SEN governor**

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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher 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

#### **4.4 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

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

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

##### **Communication and interaction**

Children may have speech, language and communication needs (SLCN) or an autistic spectrum condition, where there is likely to be difficulties with social interaction.

### **Cognition and learning**

Learning difficulties cover a wide range of needs; including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder.

### **Social, emotional and mental health difficulties**

Children may be withdrawn or isolated, disruptive, hyperactive, lack concentration, present with immature social skills and/or present challenging behaviours.

### **Sensory and/or physical needs**

Children may have hearing (HI) or visual impairment (VI) which may be permanent or temporary with varying degrees of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific support or equipment. Their difficulties may also cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered as 'SEN Support' on to our Special Educational Needs Register.

Moderate/severe/profound and multiple learning difficulties

Children experiencing difficulties in any one or a combination of these areas may be entered as 'SEN Support' on to our Special Educational Needs Register.

There are other additional needs that a child may have, which can impact on their progress and attainment, but these alone would not automatically be considered as SEN.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language\*
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

\*Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

## **5.2 Identifying pupils with SEN and assessing their needs**

The criteria for entering a child on our SEN register takes account of what work has been done before and by whom. Teachers are responsible for providing Quality First Teaching in their classrooms. Children are only considered as having SEN if they do not make adequate progress once they have had interventions or adjustments provided by the class teacher through high quality teaching.

Parents/Carers will be informed in writing, if their child has been identified as having a Special Educational Need and has been entered onto our SEN Register.

When identifying a child with SEN, we use the definition in the introduction of the 2014 Code of practice:

*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.*

Children's needs and requirements may fall into at least one of four areas (see section 5.1), though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. 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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Plan**

Guidance documents are used to help with the identification of need. Class teachers will first look at adapting their quality first teaching, monitor progress and they may refer children to the SENCO if progress and/or attainment remains a concern. Children are added to the class Provision Map which are monitored, evaluated and reviewed termly so that any amendments can be made to meet the children's needs. Teachers are responsible for contacting and informing parents/carers about the additional support their child is receiving and individual targets are discussed with the child if appropriate.

If no significant progress has been made after two review cycles, despite interventions and support, then the SENCO and class teacher will meet with parents and a child may be added to the school SEN register.

## **SEN support**

When a child is placed on our SEN register, additional and different provision is increased through more specific assessment and guidance from the SENCO. External agency advice may be sought at this point. Class teachers are responsible for creating Provision Maps for children who are having adjustments and interventions for learning. These are monitored, evaluated and reviewed termly by the class teacher so that any amendments can be made to meet the children's needs. Progress is more closely monitored. Teachers are responsible for contacting and informing parents/carers about the SEN support their child is receiving.

The class teacher still provides the main provision for the child with support and advice from the SENCO and any advice from liaising with external agencies. Any additional adult help is directed by the class teacher and any additional training needs are provided. Interventions and adjustments are planned through more detailed Provision Mapping, with clear entry and exit criteria established. These continue to be monitored, evaluated and reviewed termly by the class teacher and SENCO.

## **SEN support Plus**

Teaching and Learning is more specialised and specific to meet the needs of the pupil with SEN. Progress is more closely monitored and parent involvement is increased.

At this point a child with SEN may or may not need an application for My Support Plan (MSP) or an Education and Health Care Plan (EHCP) assessment.

## **EHCP**

If an EHCP has been agreed, the child with SEN remains in the mainstream setting and modified curriculum takes into account the child's needs outlined in the Educational and Health Care Plan (EHCP). A key adult is identified and increased support is provided, dependent on the level of need and funding provided. External agencies are used for assessments and advice, and specialist training is sought for additional adults. Specialist equipment is provided if needed and the environment is adapted to suit the pupil's needs. Individual short term/ specific targets are set and small steps are identified for interventions/programmes which are monitored and assessed closely. Parents are involved in reviews and given regular feedback.

## **Statutory Annual Reviews**

For a child who has an Education and Health Care Plan, the LA has a statutory duty to formally review his/her plan, at least annually. Annual Review Meetings are organised in school by the SENCO.

### **Annual Review Procedure**

*Further additional details and procedural guidance can be accessed through Bradford school's Online SEN Section*

The SENCO:

- Maintains a calendar of review dates
- Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, parent/carers, LA representative and designated medical officer)
- Seeks the views of the child and invites him/her to all or part of the meeting
- Plans Annual Review Meetings at least two months in advance and contacts professionals by letter
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers, at least two months in advance
- Sends out formal invitations to parents/carers by letter, giving at least fourteen days' notice
- Provides parents/carers with guidelines for completing an Annual Review Advice Form
- Ascertains the child's views regarding progress through an appropriate medium
- Offers to assist parents/carers and children in preparing reports for the meeting
- Advises parents/carers and children that they may bring a friend or relative to the meeting
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review aims to:

- Assess the child's progress towards meeting the objectives within the statement/EHCP
- Review the educational progress made by the child
- Consider the effectiveness of the statement/EHCP in light of the child's progress
- Set new targets for the coming year, or determine whether amendments to the statement/EHCP are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

### **The Annual Review Meeting**

The meeting should consider the following questions:

- What are the child's current levels of attainment in English and Mathematics?
- What progress has the child made towards meeting the overall objectives set out in the statement/EHCP?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the Individual Provision Map (IPM)?

- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LA recommend ceasing or maintaining the statement?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

## **Reporting on the Annual Review Meeting**

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Statutory Assessment/EHCP Review Record Form. Copies of all reports and any additional materials are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the LA's Named Officer responsible for SEN.

## **LA Review**

The LA review the statement in the light of the Head Teacher's/ SENCO's report of the review meeting report, and decides whether to amend the EHCP or cease to maintain it.

If we are unable to fully meet the needs of a pupil through our own provision arrangements, evidence gathered will be used to support this. Where appropriate we will engage with and work with specialist services using funds delegated by the Local Authority.

The SENCO is responsible for referring pupils to outside agencies for further assessments/support and monitoring the outcomes. If an Education Health and Care Plan Assessment has been agreed, it is the responsibility of the SENCO to provide professional reports and evidence to support this. If an EHC Plan has been awarded, funding for support will be used to meet the desired outcomes for the pupil. Parents/Carers and the pupils are involved in this process and their views and aspirations are taken into account.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

Pupils with SEN are well supported and their needs communicated at times of transition between classes and Key Stages i.e. Nursery to Reception, Reception to KS1, KS1 to KS2, KS2 to KS3 (at secondary school). Please refer to our school's 'Transition Policy' for details.

Special arrangements can often be made (where applicable) for pupils with SEN to access end of Key Stage SAT tests. The Senior Leaders in school are responsible for applying to the DFE for these arrangements to be made.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **5.6 Our approach to teaching pupils with SEN**

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 will be differentiated for individual pupils.

We view our special needs provision as an ongoing, developing process very much part of our Quality First Teaching.

We provide support and advice for all staff working with special educational needs pupils.

We provide appropriate in-class support and resources which enable all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage.

We incorporate special educational needs procedures, including provision maps, into curriculum planning.

We develop an effective partnership between school, parents and carers and outside agencies.

We ensure children and parents/carers have the opportunity to participate in decision-making about provision to meet their special educational needs.

We ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage.

We involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.

We ensure all those involved with children with special educational needs work as a team to support the child's learning.

We track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.

We will also provide a range of interventions according to the bespoke needs of children in the cohort.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have fifteen teaching assistants who are trained to deliver interventions across school.

Teaching assistants will support pupils on a 1:1 basis when they have an EHCP which stipulates this or the school has identified that an individual may require 1:1 support due to behavioural or the identification of particular learning needs.

Teaching assistants will support pupils in small groups on a daily basis as directed by the leader of learning or class teacher.

We work with the following agencies to provide support for pupils with SEN:

- School Nurse/Community Paediatrician
- CAMHS (Child and Adult Mental Health Services)
- SALT (Speech and Language Therapy)
- Inclusive Education Service
- Visual Impairment Team
- Hearing Impairment Team
- Physical Difficulties Team
- Occupational Therapy
- Educational Psychologist

### **5.9 Expertise and training of staff**

All teachers and support staff undertake induction on taking up a post in our school and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of the pupils.

The Assistant Headteacher for Inclusion attends network meetings with the Local Authority and our 'Forward Learning Community' (4LC) in order to keep up to date with local and national updates in SEND.

The training needs of staff are identified through appraisals, questionnaires and monitoring of teaching and learning. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development where applicable.

### **5.10 Evaluating the effectiveness of SEN provision**

The school's practice of SEND Provision is regularly and carefully monitored and evaluated to ensure quality offered to all our pupils. Provision maps are created and evaluated termly by class teachers and the school's SENCO audits the overall effectiveness of provision against data and monitoring information gathered. Parent/carers, staff and pupils' views are sought, which feed into the auditing of SEND provision. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

In addition, we evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals throughout the year

Reviewing the impact of interventions

Using pupil questionnaires

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.11 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 visits.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.12 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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 children. 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

### **5.15 The local authority local offer**

Our contribution to the local offer can be found here:

<https://www.saltaireprimaryschool.co.uk/web/inclusion/420405>

Our local authority's local offer is published here:

<https://localoffer.bradford.gov.uk/local-offer>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Assistant Headteacher for Inclusion and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan

- Behaviour

- Equality information and objectives

- Supporting pupils with medical conditions

- Safeguarding and Child Protection

- Attendance Policy