

SEND Policy



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Saltaire Primary School

SEND Policy and Information Report

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1.1. Aims

Our SEND policy and Information Report 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.

Our aim is to ensure that all children achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum.

At Saltaire Primary School...

- We are proud of our inclusive and nurturing approach.
- 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!

1.1. Achieving our aims

To achieve our aims we will:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2014.
- Follow a Graduated Approach to the identification, assessment and provision for children with special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- View our special needs provision as an ongoing, developing process very much part of our Quality First Teaching.
- Provide support and advice for all staff working with special educational needs pupils.

- 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.
- Incorporate special educational needs procedures, including provision maps, into curriculum planning.
- Develop an effective partnership between school, parents and carers and outside agencies.
- Ensure children and parents/carers have the opportunity to participate in decision-making about provision to meet their special educational needs.
- 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.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- 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.

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 the 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, Tracey Liddle, is our School SENCO (traceyliddle@saltaireps.co.uk)

She 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, including health professionals and the local authority and its support services.
- Liaise with potential next providers of education 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

Our SEN governor, Anna Watson, 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 within 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 Range of SEND needs

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia and dyscalculia.
- Social, emotional and mental health difficulties, for example, anxiety and Obsessive Compulsive Disorder (OCD.)
- Sensory and/or physical needs, for example, visual and hearing impairments.
- Moderate, specific and multiple learning difficulties

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 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.

If an EHCP is issued by the Local Authority, the child with SEN usually remains in our mainstream setting and modified curriculum takes into account the child's needs outlined in their Educational and Health Care Plan (EHCP). A key adult/s are usually identified and increased support is provided; dependent on the level of need, identified provision 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.

5.2 Identifying pupils with SEN and assessing their needs

We 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 and emotional 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.

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 parent/carers' 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/or 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
- A child may be placed on the class's SEN Provision Map
- Progress and attainment 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the next teachers, school, college, or other setting the pupil is moving to.

And organise relevant transition.

5.6 Our approach to teaching pupils with SEN

We take pride in being an Inclusive School; ensuring all children have their individual needs met.

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 have high expectations so that all children reach their full potential, in all areas.

We will also provide a range of bespoke intervention, where needed, for example Precision Teaching.

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

Our Learning Support Assistants (LSAs) have been trained to deliver a range of interventions such as Lego Therapy.

Our LSAs also support our children in small groups or on a 1:1 basis, where needed.

We work in collaboration with the following agencies to provide support for pupils with SEN, for example the speech and language and specialist teaching service.

5.9 Expertise and training of staff

Our SENCO has 4 years' experience in this role (achieving a Postgraduate Certificate in Special Education Needs Coordination in December 2018) and has worked with children with Special Educational Needs for 15 years within mainstream and specialist settings.

We have a team of LSAs, including higher level teaching assistants (HLTAs), who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Neuro-Diversity, Lego Therapy, Precision Teaching and using Clicker.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions following their completion
- Using parent/pupil questionnaires and feedback
- Monitoring provision through observations and data
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC Plans

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

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 all of our visits and residential trip(s).

All pupils are encouraged to take part in all aspects of school life, for example Sports' Days.

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

5.12 Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school's accessibility plan takes into account the physical environment e.g. ramped access to the KS2 to Reception and the lower ground floor, a disability toilet in KS2 and visibility markings around the school. The plan is ongoing to meet the accessibility needs of our current pupils.

The school increases and promotes access for disabled pupils to the school curriculum by providing physical aids such as adapted tools, resources and reading materials. Pupils' needs are also considered for accessing the wider curriculum i.e. after school clubs, leisure and cultural activities and school trips.

We operate an open door policy for parents/carers to make contact with the school and key staff involved in their children's education.

5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of all areas of the school community, including the school council.
- Pupils are supported by key-adults by an LSA and/or a member of our Inclusion Team.
- Younger pupils are supported by our Play Pals and Play Buddies.
- Some children access nurture or social skills/communication groups to support their SEMH development

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We have many links with outside agencies to support pupils and their families. These include:

- School Nurse/Community Paediatrician
- CAMHS (Child and Adult Mental Health Services)
- SALT (Speech and Language Therapy)
- Bradford Teaching Support Service
- Visual Impairment Team
- Hearing Impairment Team
- Occupational Therapy
- Educational Psychologist

5.15 Complaints or concerns about SEN provision

Complaints or concerns about SEN provision in our school should be made to the class teacher or SENCo in the first instance. They will then be referred to the Head and/or school's complaints policy.

The school's complaints procedure is outlined on our school website:

<http://salthillprimaryschool.co.uk/school-policies>. The SEN Code of Practice 2014 outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

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

5.16 Contact details of support services and the Local Offer for parents of pupils with SEN

Bradford Council has a local offer for pupils with SEN which can be accessed via their website <http://localoffer.bradford.gov.uk/>. There is also an 'Information for Parents' page in the SEND Section on the Bradford Schools Online website <https://bso.bradford.gov.uk/Schools>

Parents/carers can find information, links and support in the SEN section of our school website; <https://www.saltaireprimaryschool.co.uk/web/inclusion/420405>.

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- Bradford Teaching Support Service
- Visual Impairment Team
- Hearing Impairment Team
- Occupational Therapy
- Educational Psychologist

6. Monitoring

This policy and Information Report will be updated by the SENCo, where needed and then reviewed and agreed by the Governing Body every year.

7. Links with other policies and documents

This policy links to the following documents:

- Positive Behaviour Policy
- Teaching and Learning Policy
- Accessibility Plan
- Supporting pupils with medical needs policy

