



SEND

Special Educational Needs and Disability

Introduction

At Buckton Vale Primary school we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad, balanced and relevant curriculum, made accessible through a carefully constructed curriculum. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice 2014, the SEN and Disability Act 2001), and further guidance is provided by both the Government and Local Authority. We aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Date) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June, 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- The National Curriculum in England: Key Stage 1 and 2 framework document, September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

Identification of SEND

Special educational provision will be matched to the child's identified SEND. As a School we identify the needs of pupils by considering the needs of the whole child. Children's SEND are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health

- sensory and/or physical needs

We recognise that the identification of a child's need can be made by a number of people including GP, health visitor, pre-school counsellor, teacher and parent. The school can be made aware of a child's need in a number of different ways:

- through formal and informal teacher observations
- by assessing against National Curriculum criteria, Early Learning Goals, Pre-Key Stage 1 and 2 standards and SAT's
- high-quality formal testing procedures: standardized tests for reading, spelling, numeracy and non-verbal skills
- through EHA meetings (Early Health Assessments) and team around the school meetings
- for higher levels of need, we draw on more specialised assessments from external agencies and professionals

Currently, children are either classed as having SEN Support or as having an Education Health Care Plan.

A register of children with SEND is updated regularly. The children's records will be reviewed on a regular basis and updated. Reviews will normally take place termly. Parents should be an integral part of such meetings and will be invited to attend.

We also identify the following needs that are not SEND but may impact on progress and attainment:

- disability
- attendance and punctuality
- health and welfare
- English as a foreign language (EAL)
- being in receipt of pupil premium grant
- being a looked after child (LAC)
- being a child of service man/woman
- behaviour

Managing Pupils' Needs

A graduated response to SEND: Assess– Plan – Do – Review

After identification, SEND children will be placed on the school's SEND register. The children will continue to be provided for through quality-first teaching and through differentiation of the curriculum, allowing them to be educated alongside their peers in the classroom. However, on occasions it may be deemed necessary to withdraw the child from the classroom for specific teaching and interventions. Where this happens, class teachers are still responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Class teachers, SENDCo, teaching assistants and other agencies when required will plan for the individual needs of the SEND child and formulate an individual or whole-class provision map (dependent on need) which identifies their main needs, plans small measurable and achievable targets, suggests outcomes and records the provision the child will receive. The class teacher will then ensure this provision map is followed. Class teachers also produce a 4+1 document for each child on the SEND register in their class.

Reviews will be held with parents and the child (where appropriate) and will celebrate the child's achievements and plan for the future. A child-centred pupil profile will be produced at this stage and this will be shared with the pupil and parents.

Where children have greater needs, the school will seek the advice of other agencies for advice and support. The School's Educational Psychologist may become involved at this point.

Triggers for SEND may be:

- a child making little or no progress even with quality first teaching.
- a child demonstrating difficulties in developing their English or Maths skills.
- a child presenting emotional or behavioural difficulties that are not changed by behaviour management techniques.
- communication or interaction difficulties despite provision having been made to support these.

The SENDCo and the class teacher will decide on action needed to help individuals in light of their assessment. Planned support will be delivered at a level that is appropriate to the individual concerned. The LA support services may be used to gain advice about how best to deal with individual cases. It will not be necessary to have regular support from external agencies.

Triggers for an EHC plan:

- a child continues to make little or no progress over time.
- the child's work is significantly below the age-related expectations.
- a child continues to have difficulties with English or Maths.
- emotional and behavioural difficulties continue to grow which interfere with a child's learning.
- ongoing communication difficulties that impede the development of relationships and cause barriers to learning.

As a result of meetings with external agencies, teachers, parents and the SENDCo, provision maps will be drawn up to target an individual's needs. The delivery and interventions identified by provision maps will be recorded and this is the responsibility of the class teacher. An annual meeting will be held with representatives from the LA when required.

The voice of the child

Children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Where children are able, they are involved in planning and attending child-centred reviews.

External support for SEND

In order to fully support the children at our school with SEND we make use of teachers and facilities from outside school, e.g. Teaching schools, Hawthorns Special School, links with the Educational Psychology service, BLIS team, SEN team, Specific Learning Difficulties team, Pupil Support Service, CLASS, HYMs, SALT, EMAT and Sensory Support amongst others. (Dictionary of terms included in appendix)

Where a child needs to access external support services, the additional costs to school of this will be dependent upon the type of additional support/ specialist service required. Some services are accessed through the LA referral procedures, while others are provided by the LA through the school's service level agreement.

Where pupils' needs are more severe, and additional funding is needed from the LA's High Needs Block, the school will apply for an EHC Plan. The LA will then assess, in partnership with the school and parents, the level of funding required.

Criteria for exiting the SEND register

We use regular 4+1 reviews to assist us with criteria for exiting the register. It will usually involve the child achieving in-line with other children in their year group. It may also occur where children are consistently meeting their targets or have made improved and sustained progress. It may also occur on the advice of other professionals.

Supporting pupils and families

Parents have a right to know if their child is experiencing difficulties of any kind, and the class teacher will notify them, and explain what help can be provided within school and discuss what help can be provided at home. The Pastoral Manager is also available to support parents where their child or they are experiencing difficulties. Buckton Vale Primary School aims to promote a culture of co-operation between parents, school, LAs and others. This is important in enabling children with SEND to achieve their potential. Parents are encouraged to discuss with the class teacher, and SENDCo if appropriate, any concerns regarding their child's education. Contact with parents may be made by phone, letter, informal or formal interview. All significant contacts will be logged, dated and a summary of information discussed will be made. This log will be put in the child's record.

More details about our partnership with parents and how we support pupils can be found in our SEND information report.

Monitoring and evaluation of SEND

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by SENDCo and subject co-ordinators
- analysis of pupil performance data and test results
 - for individual pupils
 - for cohorts
- value-added data for pupils on the SEND register using Pre-Key Stage standards, Early Learning Goals, NC requirements, QCA behaviour scale scores and improvements in reading, spelling, numeracy age and non-verbal scores
- provision maps – outlining provision at wave 2 and wave 3

- intervention evaluation by teachers and TAs to ensure interventions are impacting on the child's learning
- monitoring of policy, procedure and practice by the SEND governor and Head teacher
- school self-evaluation
- the LA SEND moderation process
- Educational Psychologist reports

Success will look like:

- children with SEND where possible are being identified early and support is being offered
- children with provision maps are meeting their individual SMART targets
- teachers are more able to identify children with SEND and subsequently support them.
- records are being kept on individual children
- parents are being involved in all stages of their child's support and educational development
- parents feel informed about their child's needs and feel able to come and talk to staff about these
- the school and parents are working in partnership
- fewer exclusions
- the school draws on the advice and expertise of outside agencies
- well co-ordinated child-centred transitions between year groups and secondary school
- report to Governors on an annual basis

Bullying

At our school, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. We take great care to ensure we safeguard the needs of pupils with SEND, whilst promoting independence and building resilience in their learning. More details can be found in the school's bullying policy.

Inclusion

Buckton Vale Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

1. inclusive ethos
2. broad and balanced curriculum for all pupils
3. systems for early identification of barriers to learning and participation
4. high expectations and suitable targets for all children
5. good communications with parents/guardians and support agencies

Training and Resources

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND we encounter. The general ethos of our school is to welcome sharing of expertise. SEND is an integral part of our school development plan. It can be an item on any staff meeting agenda as well as having a number of staff

meetings during the year when it is highlighted for discussion. There is daily contact between all staff to monitor individual pupils and to discuss concerns. We also have a MSCP SEND Hub where SENDCo's share good practice, ideas and resources.

Staff Development and Appraisal

There is a commitment by the school, to gain expertise in the area of Special Educational Needs & Disabilities. Current practices include training sessions for our TAs, school-based in-service training (INSET), Support and training from Tameside's Pupil Support Services that responds to particular needs of the pupils, and the reading and discussion of documents on SEND. Teacher meetings are considered to be staff development meetings, as well as for sharing information. The SENDCO attends and leads network and moderation meetings.

Roles and Responsibilities (See appendix 1 for further information)

The Governors and the Headteacher are responsible for ensuring that the general policy is followed and that the approach to provision ensures the needs of the children with special needs are met. The Governors appoint a Governor with responsibility for SEND. The Headteacher is responsible for the day-to-day management of special needs throughout the school. The SENDCo is responsible for the day-to-day operation of the Special Needs Policy. Our staff, share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. The Teaching Assistants work alongside staff supporting children's individual needs. The SENDCo has a key role in determining the strategic development of the Special Needs Policy and provision in the school in order to raise the achievement of children with SEND.

Storing and Managing SEND Information


SEND documents are confidential and as a result are stored in individual folders on the school's server or in class files which are kept in locked cupboards or filing cabinets. When the children leave school their SEND information will be passed securely onto their next school. Where information is no longer required, this information will be deleted or shredded. Any information that is written about a child with SEND will be shared with parents.


Reviewing the Policy

The SEND policy will be reviewed by the SENDCo, shared with and amended by teaching and support staff and then shared with Governors. This will take place on an annual basis. It will then be shared with parents via the school's website.

Complaints Procedure

Any parents wishing to discuss any aspect of their child's teaching or treatment should in the first instance speak with the class teacher. If they wish to take the matter further, they should approach the SENDCo and / or the Headteacher. If the matter is still not resolved, parents can make a formal complaint, in writing, to the Chair of Governors. Parents can also complain to the LA if matters cannot be dealt with at school level. The LA must arrange for the parent of any child in their area with SEND to be provided with advice and information about matters relating to their needs. The LA must inform parents and schools of the Parent Partnership Service.

Signed  Date 04/05/2021 (Chair of Governors)

Signed  Date 30/3/2021 (Headteacher)

Appendix 1

Roles and Responsibilities

Governors

Governors have responsibilities in relation to children with SEND in their school:

- to appoint a 'responsible' person (either the Head teacher or a Governor)
- to ensure that proper provision is made for children on the school roll with SEND
- to ensure that teachers are informed over the general arrangements made by the school for children with SEND
- to ensure that an annual report of SEND provision and policy is made to the parents
- to ensure the school has procedures to identify and assess SEND
- to ensure that parents are notified of SEND provision for their child
- to ensure that an appropriate proportion of school resources and funds are allocated to SEND provision

Headteacher

Has responsibility for:

- the day-to-day management of all aspects of the school's SEND provision
- keeping the Governing Body informed of the schools SEND policy/provision
- providing opportunities for INSET
- ensuring that provision maps are formulated and followed
- ensuring that the school's policy is fully implemented

SEND Co-ordinator

Has responsibility for:

- working closely with the Headteacher, teachers and teaching assistants in devising SEND programmes and identifying needs

- co-ordinating provision for pupils with SEND
- development of the school policy and provision
- making sure that the day-to-day operation of SEND policy is followed
- to be available to meet with parents to discuss individual needs
- to be available to attend EHA meetings

Class Teachers

Have the responsibility for:

- making themselves aware of the schools SEND policy
- identifying a child's SEND, filling in an initial-concerns form and informing the SENDCo of any concerns
- putting into action any support that is needed for individual children
- keeping detailed, accurate records about individuals
- writing and informing TAs of provision maps, pupil profiles and support programmes
- regular reviewing (4+1) of provision maps and profiles
- liaising with other professionals about an individual's needs
- informing parents about their child's progress and needs

Teaching Assistants

Have the responsibility for:

- assisting in class and where appropriate outside the class with SEND pupils
- following provision maps with individual and groups of children
- recording their work with SEND pupils
- being aware of the SEND policy
- informing the class teacher of any issues arising

Parents

Have responsibility for:

- Ensuring regular school attendance.
- Informing the school of any concerns/problems.
- Supporting their child's provision map.

Glossary of terms used in SEND

An explanation of the terms you may hear when people talk about SEND.

Annual Review - The review of a Statement of SEND or Education Health Care Plan that the Local Authority must carry out annually.

Blis- Behaviour for learning and inclusion support - Work with pupils experiencing emotional, behavioural or social difficulties in mainstream primary, secondary settings and in nurseries and in private nursery and early years settings.

CLASS - Communication, Language and Autistic Spectrum Support.

EHC Plan – Education Health Care Plan - The formal process of assessing a child’s SEND where School Action Plus or Early Action Plus have not proved sufficiently effective

EMAT – Equality Multi-cultural and Access team.

EP - Educational Psychologist - A professional employed by the LA to assess and advise on a child’s learning difficulties.

Healthy Young Minds – Child and adolescent mental health service.

Inclusion -The practice of educating children with SEND in mainstream schools where it’s possible and beneficial.

LA - Local Authority - The organisation responsible for providing or coordinating public services. The phrase "the Council" is frequently used to refer to the LA, although it isn't actually the same thing.

Learning Difficulty - Significantly greater difficulty in learning than other children of the same age, or disability which hinders use of general educational facilities.

SALT – Speech and Language Therapy.

SEND - Special Educational Needs and Disability - A learning difficulty or disability that makes it harder for a child to learn or access education than it is for most children of the same age.

SEND Code of Practice - The guidance document that LAs & schools use when identifying, assessing and providing for children with SEND.

SENDCo / SEND Coordinator - A member of staff at school who has responsibility for coordinating special educational provision

SPLD – specific learning difficulty.

MLD – moderate learning difficulty.

SEMH – social, emotional or mental health needs.

MSCP – Mossley, Carrbrook school partnership.

