

BULLION LANE PRIMARY SCHOOL

Special Educational Needs Policy

SENDCO: Margaret Lloyd

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and takes account of this document and the Equality Act 2010: advice for schools DfE Feb 2013. It should be read in conjunction with the school's Inclusion and Equal Opportunities Policies.

Statutory definition:

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her."

A child has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children of the same age.

Additionally the child might have a disability that prevents or hinders him from making use of educational facilities generally provided by the LA for children in school. The school takes reasonable steps to ensure that children with disabilities are not placed at a disadvantage. In this school the focus is on literacy, numeracy, social, emotional and behavioural development.

Aims

All children with special educational needs will have their needs met at Bullion Lane School. Children with special educational needs will be offered full access to a broad, balanced and relevant curriculum, including an appropriate curriculum for the Foundation stage and the National Curriculum.

The views of the child will be taken into account in the light of their age and understanding.

We make every effort to include the parents/carers in the education of their children.

At Bullion Lane School we ensure that all children are valued equally regardless of disability, culture, sex or cognitive development.

We provide maximum opportunities for all children with the intention of eradicating the attitudes that lead to low expectations and subsequent deprivation of motivation.

The primary aim is the inclusion of children with SEND so that they are integrated into the academic and social life of the school and are able to reach their full potential. We focus on outcomes for our children along with individualised provision and support.

Objectives:

- To identify children with special educational needs as soon as possible using standardised criteria and to put into place an appropriate plan of work.
- To ensure that pupils make progress at least in line with prior attainment
- To ensure that the children are supported where appropriate by class teachers, Special Educational Needs Co-ordinator (SENDCO), Individual Learning Support Assistants and/or Teaching Assistants.
- To encourage effective home school liaison.
- To work collaboratively with external agencies.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To operate the 'whole pupil', 'whole school' approach to the management and provision of support for SEN.

Provision

The School Governing Body, Head Teacher and SENDCO are responsible for co-ordinating the educational provision for children with special educational needs.

The Code of Practice suggests that:

The Governing Body must:

- . do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- . ensure that, where the "responsible person" - the Head Teacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- . ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- . consult the LA: as appropriate, and the Governing Bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- . report annually to parents on the school's policy for pupils with special educational needs through the website
- . ensure that parents are notified by a member of staff of a decision by the school, that SEN provision is being made for their child
- . ensure that pupils with special educational needs join in the activities of the school with all other pupils, so far as is reasonably practical and compatible with the pupil receiving the necessary educational provision, the efficient education of other children in the school and the efficient use of resources
- . be fully involved in developing and monitoring the school's SEND policy
- . be up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.

The school has an admissions policy that is not affected by whether or not a child has special educational needs or disability.

The school is largely wheelchair accessible, having an entrance ramp and being on one level.

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with special educational needs. She will keep the Governing Body fully informed. At the same time the Head Teacher will work closely with the school's SENDCO and team.

The Special Educational Needs Co-ordinator

The key responsibilities of the SENDCO include:

- . Overseeing the day to day operation of the school's SEND policy
- . Coordinating provision for children with special educational needs
- . Liaising with and advising teachers
- . Managing learning support assistants /teaching assistants
- . Overseeing the records of all children with special educational needs
- . Liaising with parents of children with special educational needs
- . Contributing to the in-service training of staff
- . Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

All teachers and teaching assistants will be involved in the development of the school's special educational needs policy, and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs. All teachers are accountable for the progress of all children in their care including where children access support from teaching assistants or specialist support staff. High quality first teaching, differentiated for individual pupils is the first step in responding to a child who have or may have SEND. The school has systems in place to regularly review the quality of teaching and progress for all pupils including those at risk of underachievement. Support plans are written, reviewed and updated for children on the special needs register who don't need an EHC plan.

The identification, assessment and provision for pupils with special educational needs.

All children with special educational needs are fully integrated and provided with access to a broad balanced curriculum including the National Curriculum.

The Code of Practice describes the four broad categories of need:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health Difficulties
- 4) Sensory and/or Physical needs

At Bullion Lane we identify the needs of the whole child which will include not just the SEND needs of the child.

Children who are withdrawn from the class for support teaching, participate in the whole range of the curriculum; care is taken to ensure that the timetable for special educational needs does not preclude involvement in other curriculum areas.

Where children are withdrawn for additional support it is for a time-limited period for specific targeted support that is outlined in the child's Support Plan.

Care is taken to ensure curriculum continuity for individual children.

As far as possible the child's views are included whenever decisions are made. Once identified parents are informed immediately and invited to discuss the child's needs as identified on his/her Support Plan.

Areas which may impact on progress and attainment but are not SEND are considered, such as:

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/Woman

Special Needs Support Plan

A Support Plan is an intended course of action based on the initial assessment of a child's needs. It will target the individual needs and outline the provision which will be made to address those needs.

These will be reviewed at least termly (Nov, Mar and July) and progress towards the targets set out in the Plan assessed.

Education, Health and Care Plans

Some children may warrant more specialist intervention and may require an Education, Health and Care Plan. This could follow the child through their education from 0 – 25 years. Advice would be sought from the educational psychologist and any professionals involved in the child's care.

Managing Pupils' Needs

Children should be registered at **SEND Support** when the necessary interventions, including Teaching Assistant support, are additional to or different from those provided as part of the school's usual differentiated curriculum.

The evidence to support identification includes:

- Reception: Baseline Assessment
- Yr1 - Yr 6 evidence from general National Curriculum delivery of literacy and numeracy strategies:
- Reading Age

- Types of behaviour which show little or no response to the school's normal behaviour policy interventions

The class teacher will inform the SENDCO who will register the pupil and agree what advice and support are needed.

The class teacher draws up a Special Needs Support Plan and informs the parents. The Support Plan is implemented.

In each individual case the class teacher and SENDCO will determine whether there is a need for further advice and support. The school should make full use of all available classroom and school resources before expecting to call upon outside resources.

Progress will be reviewed, with parental involvement through Parent Consultation Meetings ,

Adequate progress could be defined as follows:

- . It closes the attainment gap between the child and their peers
- . It prevents the attainment gap growing wider
- . It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- . It matches or betters the child's previous rate of progress
- . It ensures access to the full curriculum
- . It demonstrates an improvement in self-help, social or personal skills
- . It demonstrates improvements in the child's behaviour

If there is no longer cause for concern the child will be removed from the special needs register and parents informed.

If progress is not satisfactory and at least 2 SEND Support Plan reviews have taken place have been implemented and reviewed, further advice will be sought from other agencies.

A new support plan will then be drawn up to reflect the advice given.

If a pupil's progress has been at least satisfactory for at least 3 review periods the SENDCO, consulting the Head Teacher and external specialists may decide the pupil no longer needs a support plan and the child will be removed from the register.

Multi-disciplinary Assessment for Statutory Assessment

It is the responsibility of the Head Teacher to initiate a multi-disciplinary assessment where all the relevant services are invited to provide a record of the pupil's special educational needs and forward the information to the LA. The bodies involved include school, parents, Educational Psychological Service, Crisis Response, Learning Support Service, medical services, social services and any other support services involved with the child. The LA assesses this information and decides whether or not to issue an Education, Health and Care Plan.

Issue of Education, Health and Care Plan

Where a pupil is issued with an Education, Health and Care Plan, it clearly establishes the provision necessary for the pupil. The school ensures that this is implemented.

Training and Resources

The delegated SEND budget is deployed according to clear objectives. The cost of SENDCO and teaching assistant support for all children with special educational needs is met from the delegated budget. Additionally this fund supports the maintenance of appropriate resources, and the implementation of the Code of Practice by class teachers.

Supporting Pupils and Families

Bullion Lane Primary School operates its SEN provision in line with Durham Local Authority's SEND policies and procedures. To access information regarding the Local Offer please visit copy and paste the following link into your browser:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page?localofferchannel=0>

Parents can also contact their local **Parent Partnership Service** for impartial information, advice and support in relation to their child's SEND. The Parent Partnership Coordinator is Elaine Chandler and can be contacted on 0191 5873541 or 03000 267007

Supporting Pupils at School with Medical Conditions

Pupils at school with medical conditions are supported to access their education including school trips and physical education. Where children with medical conditions are disabled the school complies with its duties under the Equality Act 2010.

Children with SEND may have a statement or Education, Health and Care Plan which brings together health and social care needs with their special educational provision following the SEND Code of Practice (2014).

All parents are asked to state whether their child has any medical needs and if so to complete a health care plan giving details of any medical conditions that children may have.

Staff INSET

- . The SENDCO/Head Teacher attends Community of Learning meetings organised by the LA along with other training opportunities which ensure an up-to-date knowledge of current issues
- . All Staff development takes account of SEND/Inclusion issues.
- . All Teaching staff and Teaching Assistants are encouraged to undertake training in their areas of particular interest.

Partnership with Children/Young People

As recommended in the Code of Practice we are committed to involving pupils in the decisions made regarding their needs. Every effort is made to involve pupils in setting and reviewing targets for their progress and in all review decisions.

Partnership with Parents

Following the principles of the revised Code of Practice the school recognises that working in partnership with parents plays a key role in promoting the culture of co-operation between parents, schools, LAs and others. Parents will be treated as partners and encouraged to:

- . Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- . Have knowledge of their child's entitlement within the SEND framework
- . Make their views known about how their child is educated
- . Have access to information, advice and support during assessment and any related decision-making processes about special educational provision

Change of school

Where a change of school occurs the SENDCO together with the Head Teacher will be responsible for ensuring the transfer of all relevant documentation / information. When

transferring to secondary education, there will be liaison between the appropriate primary and secondary staff.

Monitoring and Evaluation of SEND

The SENDCO meets regularly with individual teachers to discuss progress of SEND children, their targets and provision. This is also done through regular audits, sampling of parent views, pupil views and staff views. The SENDCO also meets regularly with the SEND governor Jan Stephenson to update her on developments and progress.

Policy Evaluation and Review

This policy has been developed in consultation with staff. The procedures and provision outlined within it, along with the Special Educational Needs of all pupils, are evaluated and reviewed at least annually.

Monitoring & Evaluation Comments

Signed: _____ **(Chair Of Governors)**