

# **BUCKSTONES PRIMARY SCHOOL**

## **POLICY FOR S.E.N.D.**

### **(Special Educational Needs and Disabilities)**

**February 2019**

#### **Introduction**

Our mission statement is 'A love of life and learning'.

This policy was created by the school's SENCO in liaison with the Head teacher, staff and our SEN Governor. The SENCO is Melanie Platt.

**At Buckstones Primary School we seek to develop all children to their fullest potential: spiritually, morally, personally, emotionally, socially, intellectually, creatively and physically. As outlined in the *SEND Code of Practice, 2014***

*All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives.*

**Our policy for Special Educational Needs and Disabilities (S.E.N.D.) is based on the principles underpinning the Code of Practice (2014):**

- a) The views, wishes and feelings of a child, or young person, and their parents
- b) The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- c) The need to support the child or young person and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

**The principles are designed to support:**

- a) The involvement of children, young people and parents in decision making
- b) The identification of children and young peoples' needs
- c) Collaboration between education, health and social care services to provide support
- d) High quality provision to meet the needs of children and young people with SEN
- e) Greater choice for young people over their support
- f) Successful preparation for adulthood, including independent living and employment

## **Aims**

- To provide for the development of the whole child - spiritually, intellectually, socially, morally and culturally
- To raise the self-esteem of individuals in order to promote a readiness for learning and to ensure that they are confident and valued members of society
- To ensure that all children have the opportunity to reach their full potential and are valued for the individual contributions they make
- To provide a happy, caring, safe and supportive environment which meets the needs of all children and is inclusive of additional educational needs
- To foster a close partnership between home and school

## **Objectives**

- To ensure early identification, assessment and support for children with additional educational needs
- To provide a broad, balanced and differentiated curriculum for all children according to their individual needs, in order for them to fulfil their potential
- To encourage a co-operative and positive attitude to learning through a challenging and exciting curriculum
- To meet the statutory requirements of the Early Learning Goals and National Curriculum, ensuring access for all children in our school
- To use provision maps for pupils with S.E.N.D., ensuring that children are included in the target-setting process
- To encourage parental involvement in the assessment and decision-making processes
- To provide support for staff working with children with additional educational needs, in order to enhance their knowledge and expertise
- To achieve continuity and progression for each child with additional needs through regular review of procedures and practice
- To ensure use is made of expertise and facilities from outside the school, where necessary

## **Admission Arrangements**

At Buckstones, we welcome children with S.E.N.D. as outlined in our school prospectus. All reasonable steps are taken to ensure that children with a disability are not placed at a substantial disadvantage to those who are not. Our S.E.N.D. Information Report (Local Offer) has been published on our school website and is also included in Oldham's Local Offer Directory.

## **Definition of S.E.N.D.**

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional

to that normally available to pupils of the same age (Code of Practice 6.15). These needs fall within the four broad areas of need:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. sensory and or physical need

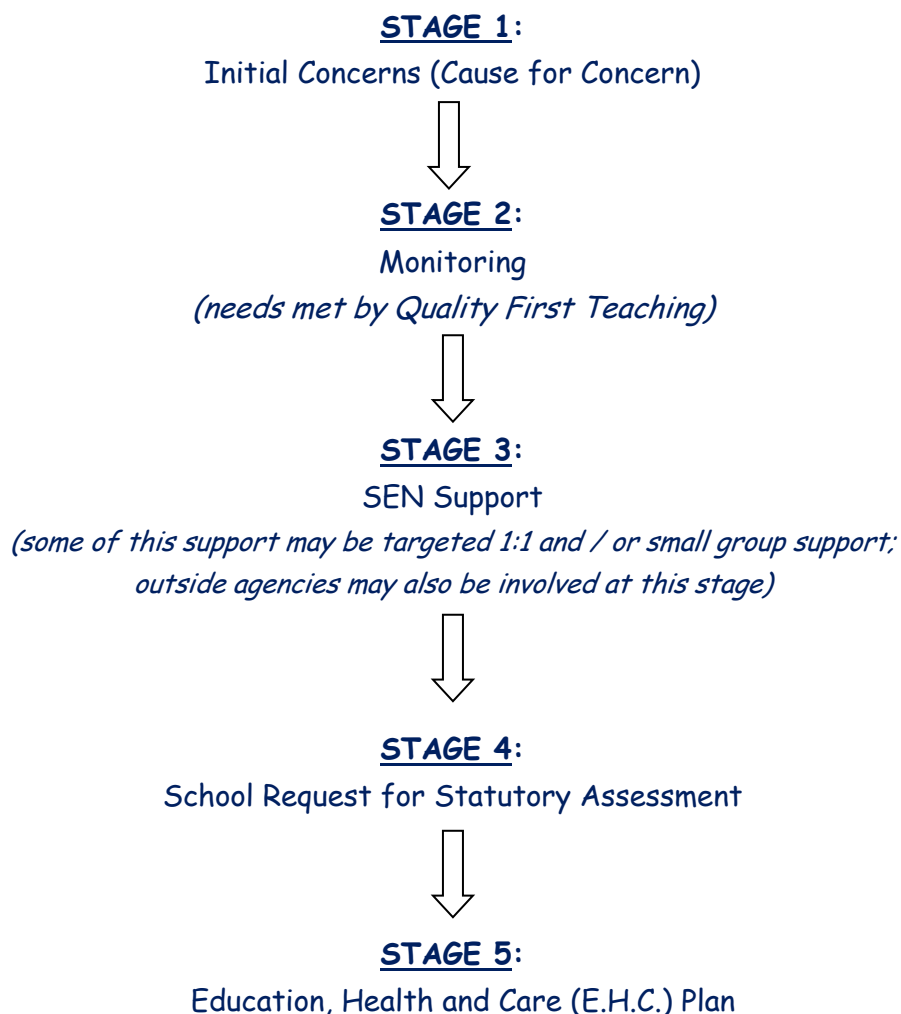
Some children will have needs and requirements which fall into at least one of these four areas; we take into consideration the impact that these combinations of need will have upon the child's ability to access the curriculum.

### **Identification of Pupils with S.E.N.D.**

Children can be identified at any time throughout the year as having S.E.N.D. Those children with S.E.N.D. are identified in a number of ways:

- Class teachers' assessments, in consultation with the SENCO
- Discussion with the child's parents
- Information from external sources such as outside agencies, pre-school S.E.N.D. Services or previous school.

The process is laid out as follows:

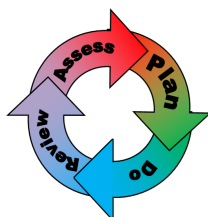


## Arrangements for Co-ordinating Provision

In order to ensure that appropriate and effective identification, assessment and provision is made for children with additional needs (S.E.N.D.) the school incorporates the three inclusion principles from the National Curriculum by

- setting suitable learning challenges,
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

At Buckstones we promote a person-centred graduated approach, whilst promoting quality first teaching and additional interventions.



**Assess:** Assessment is ongoing in every session, every day. Through their daily contact with the children in their care, class teachers are able to continually assess and monitor the social, emotional and academic progress of the children within their class. This process will determine the next steps in each child's learning journey.

**Plan:** Following assessments, class teachers and SENCO agree what support / interventions need to be put into place. Planning involves consultation between those involved with the child - school staff and parents plus outside agencies if necessary.

**Do:** The class teacher is responsible for planning to meet the child's needs on a day-to-day basis. Some of the interventions and support that class teachers plan for is delivered by a teaching assistant, who feed back to class teachers in order to inform next steps for learning. Where needed, support and advice is provided by the SENCO.

**Review:** Those involved with the child work together to plan and assess the impact of additional support and any interventions used. The progress of all children - including those with S.E.N.D. - will be discussed at termly pupil progress meetings with the Head teacher.

In addition to this, termly reviews for pupils with S.E.N.D. are used to discuss progress being made and to outline what is / isn't working so that appropriate next steps can be put into place. New targets will be set following each S.E.N.D. review, in order to support the child's future learning.

## Day-to-Day Arrangements

At all times the class teacher remains responsible for meeting the diverse needs of the pupils in the class. Each class teacher has a class S.E.N.D. file, which contains for each child with S.E.N.D. the most relevant up-to-date information for each individual child. The transfer of S.E.N.D. information takes place at the end of the summer term, when pupils are moving from one class to the next.

Each child on the S.E.N.D. register has their own action plan, which includes

- termly child-friendly IEPs
- a list of suitable strategies (what works / doesn't work)
- any other relevant information

## Inclusion

Children with S.E.N.D. are encouraged to participate and the necessary provision will be made to accommodate all children, irrespective of need; needs are identified and provision will be planned and support provided as required. This includes extra-curricular activities, school trips, lunchtimes and playtimes. *Please note that there may be times when we - in conjunction with parents - take the decision to 'disapply' children with severe S.E.N.D. from formal assessments such as SATs.*

## Involvement of Outside Agencies

Here at Buckstones we have a number of agencies involved in giving advice regarding provision for our children with S.E.N.D. A child's needs will be discussed with parents first and parental permission is obtained before we make any referral. The agencies involved with pupils from our school include:

- Educational Psychology Service
- QEST (SEN Advisory Teachers)
- Speech and Language Therapy Service
- Community Paediatric Service
- Hearing Impairment/Visual Impairment Services
- Occupational Therapy
- Physiotherapy
- Healthy Young Minds
- School Nurse
- Early Help

For some agencies, we have to refer via a third party eg. referral to Occupational Therapy would be done via the school nurse and referrals to Healthy Young Minds would be done via Early Help.

## **Referral for an Education, Health and Care Plan (E.H.C.P.)**

In some cases, where a child has significant or lifelong difficulties, a decision may be made to apply for Statutory Assessment (an E.H.C. Plan). The decision to make a referral for an E.H.C. Plan is taken at a review meeting and will be done after analyzing the Plan ~ Do ~ Assess ~ Review process, and in consultation with parents and outside agencies. The decision to undergo Statutory Assessment Process is usually requested by school but can also be requested by a parent.

The school is required to submit evidence to the LA'S Statutory Assessment Moderating Panel (SAMP), who meet monthly. The Panel makes a judgement about whether the child's needs can be met through a combination of the resources available to school and also extra funding. **This judgement is made using the LA's criteria; school has no part in the decision.** If the decision is 'no', parents have a right to appeal against a decision not to initiate a statutory assessment leading to an E.H.C. Plan.

If the decision is 'yes', and the Panel agrees that an E.H.C. Plan is necessary, both the school and the child's parents will be involved in the process of developing and producing the plan. It is then formally reviewed on an annual basis at the child's Annual Review, to enable provision for the child to be evaluated and any changes to be agreed (such as reducing or increasing levels of support).

## **Roles, Responsibilities and Monitoring**

The **Head teacher (Sarah Healey)** will monitor the S.E.N.D. process through:

- overseeing the S.E.N.D. policy and provision
- tracking individual pupils' progress and monitoring against targets set
- regular meetings with the SENCO
- providing the Head teacher's report to the Governing Body

The **SENCO (Melanie Platt)** has time out of class each week to carry out her S.E.N.D. duties. With the support of the Head teacher, the SENCO is responsible for the day-to-day management of the S.E.N.D. Policy. This includes:

- monitoring the progress of our children with S.E.N.D.
- co-ordinating the provision of support of our S.E.N.D. children
- being a point of contact and providing guidance for staff and parents
- working closely with staff, parents and outside agencies
- working with the Head teacher and reporting back to governors

The **Class teacher** is responsible for the day-to day co-ordination of provision for the children with S.E.N.D. in their care. This includes:

- ensuring Quality First Teaching
- liaising with parents, TAs and the SENCO
- differentiating the curriculum to meet the needs of individuals and groups of children
- planning work for the TAs working with a child(ren) in their class, including liaising with TAs to prepare next steps for learning
- reviewing targets, assessing and recording achievements, setting new targets

**Teaching assistants** play an important role in supporting the class teacher in the delivery of a differentiated curriculum that allows accessibility for all. They provide additional support for children who need it and feed back to class teachers regarding pupils' progress, in order to inform 'next steps'.

There is a **named governor** for S.E.N.D. (**Pauline Whitehead**). She and the SENCO meet annually in order to discuss the provision of children with S.E.N.D. as well as to discuss any local or national changes in S.E.N.D. and the implications these have upon the children with S.E.N.D. in our care.

### **Parental Involvement**

The involvement of parents in their child's education is vital so we work in partnership with parents to ensure children with S.E.N.D. make the best possible progress. We value the role of parents in assessing their child's learning and behaviour and sharing this information with school.

Since we seek to maintain an active and equal partnership, we have an open-door policy where parents are able to come and discuss any queries or concerns. These will be dealt with there and then, but may require further appointments (including review meetings) being set to discuss issues in more depth.

### **Allocation of Resources:**

An amount of funding is identified within the school's overall budget: the notional SEN budget. It is the responsibility of the school to provide high quality appropriate support. Where necessary, top up funding is applied for through statutory assessment and forms part of the EHC Plan. School receives Pupil Premium funding for children who have free school meals (FSM) or who are looked after children (LAC). Resources may be allocated to provide materials, equipment or classroom support as available.

## **Transition Arrangements**

### **Children transferring to Buckstones:**

- When children with S.E.N.D. are admitted into school, or transfer from another school, every effort is made to ensure the relevant information is received as quickly as possible.
- Sometimes children join us who were not on the S.E.N.D. Register at their previous school. In these cases we monitor their progress closely before inviting their parents in to school to discuss next steps.

### **Children joining us in Reception:**

- Children entering our Reception class will have the opportunity to visit school in the summer term (story and play afternoons).
- The SENCO and / or Reception class teacher attend pre-school review meetings in the summer term before children join our Reception class so that necessary measures can be put in place. If necessary, we also liaise with relevant outside agencies before they start eg. Early Years Team.

### **Children transferring to another school:**

- For children moving on to a new school, individual S.E.N.D. info will be passed on to the receiving school.

### **Transition to secondary school:**

- When Year 6 children transfer to secondary school, a review meeting will be set up in the summer term to discuss transition arrangements.
- The child's parents, class teacher, secondary school SENCO and if necessary, relevant outside agencies, are invited.
- For children with an EHC Plan this transition meeting is arranged for the Spring Term of Year 5 (Annual Review, where a member of the LA's Access Services will be invited).

## **Staff Development**

The SENCO will attend relevant S.E.N.D. training, including SENCO forums and SENCO courses. Whole staff training will take place when appropriate. If necessary, outside agencies will be contacted and asked to contribute to staff training. There are also times when the SENCO delivers necessary training in school.

Sometimes it is necessary for individual staff working with our children with S.E.N.D. to attend particular training that may have been recommended by an outside agency such as Speech Therapy or Occupational Therapy Service. Budget-and timetable-permitting, staff will then attend courses as appropriate.



## **Complaints Procedure**

Your first point of contact is always the person responsible - this may be the class teacher, the SENCO or the Head teacher. Explain your concerns to them first; if you are not satisfied with the outcome, speak to the Head teacher. The next step would be to contact the S.E.N.D. governor. Formal complaints should be made to the Chair of Governors using the procedures outlined in the School Complaints Policy.

## **Data Protection**

Pupils' S.E.N.D. records will be held until the pupil reaches age 25.

Electronic and paper copies of their records are kept whilst the pupil is on school. Once the pupil moves onto secondary school:

- A paper copy of their records are transferred to the secondary school
- A paper copy is archived in school.
- Electronic copies are deleted as the pupil leaves.

The Head teacher, class teachers and SENCO have access to the data. Pupils' SEND data is backed up electronically and copies are kept by the SENCO in a master file, as well as individual class teachers.

The SEND policy has been updated. An electronic version and one paper copy only is kept in school.

## **Review**

This S.E.N.D. policy will be reviewed to take into account any changes or developments that might take place. The next date for review will be February 2020. It is available to all parents and can be discussed formally, or informally, with staff or the Head teacher. This policy is also available on the school website, in conjunction with our Equality policy (including our Accessibility Plan), our Local Offer and our Equality statement.

## **S.E.N.D. Information Report**

Further information can be found in our S.E.N.D. Information Report (Local Offer). See school website.

## **Oldham's Local Offer**

[https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

## Appendix - Compliance

This policy complies with the statutory requirement laid out in the S.E.N.D. Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice to schools DfE (Feb. 2013)
- SEND Code of Practice (June 2014)
- School 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)
- Teachers Standards 2012