

Great Bowden Academy

Church of England Primary School

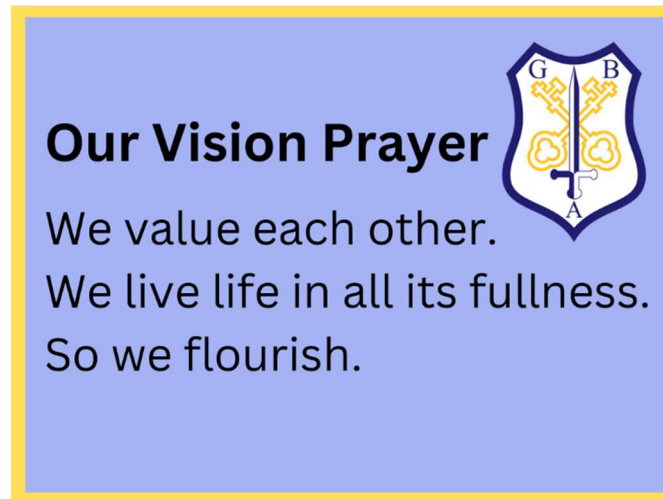


SEND Policy

Reviewed September 2022

1. Policy statement

This policy echoes our vision, school aims and core values.



Trust Vision:

Value everyone for who they are.

- Everyone should live life in all its' fullness.
- Enabling everyone to flourish.

Our Vision:

"Our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish."

Vision aims:

- Successful, engaged learners who are knowledgeable, skilled, enjoy learning, make progress and achieve
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society Values Wisdom, thankfulness, peace, service, perseverance, koinonia

This policy should be read in conjunction with the following academy documents:

- Equality Policy
- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- Curriculum Policy
- Behaviour Policy
- Anti-bullying Policy

- Safeguarding Policy
- SEND Report
- Accessibility Plan
- Parents' Handbook

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEND 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 Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENDCo Leadership Development Group. It was finalised by the academy's SENDCo in consultation with SEND Governor, parents, pupils and staff at the school.

SENDCo: Mrs Libby Harris – office@gba.learnat.uk (SENDCo from September 2019) Qualified teacher (BSc(Hons) PGCE, MaELT, AMBDA)

Aims

We are committed to using our best endeavours to provide an appropriate and high-quality education for **all** children at our school which enables them to

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with special educational needs and disabilities.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced and accessible academic and social curriculum which ensures they are fully included in all aspects of school life, feel equally valued and fully part of the school community.

Objectives

To achieve this aim we:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. Respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEND.
3. Endeavour to identify a pupil's special educational needs at the earliest point and make effective provision as this is known to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to involving parents as fully as possible in decisions and providing them with information and support necessary to enable full participation.
5. Support pupils themselves to participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.

8. Appoint a qualified Special Educational Needs Coordinator who has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care (EHC) plans.

The head teacher, SENDCo, all staff and the Governing Body work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014).

Identification of Special Educational Needs (SEND)

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision *different from or additional to* that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- 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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs for which the school plans. They are not intended to categorise pupils. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take. In our school, the needs of the whole children are always considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Bring a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

The Graduated Approach to SEND Support

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly analysis of pupils' assessment information in pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. If necessary, class teachers implement relevant and timely interventions, through high quality class teaching ('quality first teaching') as the first strategy, appropriate differentiation and in-class support, aimed at closing the gap in attainment between the pupil and his or her peers or raising the pupil's attainment. The class teacher also talks with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher completed an initial concerns checklist (Babcock SEND Indicators) and arranges to meet with the SENDCo. At this meeting the requirement for additional and more finely-tuned assessments is ascertained. Parents are invited to attend a meeting and share their perspectives. Where appropriate, the child's views are sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child is placed on the school SEND register. The parents are informed if the school is making special educational provision for their child. The class teacher remains responsible and accountable at all times for the progress and development of all

children in his/her class, even where a child may be receiving support from a teaching assistant. Quality first teaching, with reasonable adjustments for individual pupils, is always seen as the first step in responding to pupils who may have SEND.

Working together the SENDCo, class teacher, parents and child (where appropriate) select appropriate support and intervention to meet the expected outcomes identified for the pupil, based on reliable evidence of effectiveness. This is delivered by staff with sufficient skills and knowledge. This SEND support takes the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and the strategies which support the pupil in making good progress and securing good outcomes. This is known as the *Graduated Approach*. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to a child's special educational needs.

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed each term. The review process includes an evaluation of the impact and quality of the support and intervention and the views of the pupil and parents. This review informs the ongoing analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

For some children, who do not require such intense support, they may be placed on the Inclusion Register. An example of such children are those who may have received a diagnosis (such as a Visual Impairment or ADHD). They will have a one – page profile of ongoing strategies and reasonable adjustments that will enable them to be able to access the curriculum.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's needs, the school considers involving specialists, including those secured from within the school itself or from outside agencies. Parents are always involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child. Specialist agencies are only contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was

discussed or agreed is recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists

In some cases, there is a charge for accessing specialist agency support; funding for which comes from the school's notional SEND budget and is monitored by the SENDCo and head teacher.

Where pupils have an Education and Health Care plan, the school will work in close partnership with any specialist agencies named on the plan to provide support and specialist advice.

The LA SEND Support Plan and Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, considers requesting a LA SEND Support Plan or Education, Health and Care assessment from the Local Authority as appropriate. To inform this decision, the SENDCo has regard to the local authority's criteria for funding through a SEND Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire Local Offer web site along with information on the EHC plan coordinated assessment process. The process is shared in full with parents to ensure they are confident and clear about what the process entails and how they are involved in it.

Removing pupils from the SEND register

In consultation with parents, the child is considered for removal from the SEND register where he/she has made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age

or

- where a child's wider development and/or social needs have improved and progress in the targeted area is sustained
and
- SEND Support is no longer required to ensure this progress is sustained.

Supporting Parents and Carers of Children with SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school does this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships
- Providing all information in an accessible way
- Ensuring that the school SENDCo is available for meetings by appointment through the school office or by email
- Publishing details of the way in which the school implements the SEND Policy on the school web site, following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Leicestershire County Council's Local Offer
- Ensuring that class teachers meet with parents, in addition to progress review appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, arranged either by the class teacher or the parents themselves
- Inviting parents of pupils with SEND to meet class teachers at least three times a year to set and review the outcomes of support, discuss activities and support that will help achieve them and identify the responsibilities of parents, the pupil and the school. This provides an opportunity for parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo if necessary.
- providing training for teachers to ensure that they are supported to manage these conversations as part of their professional development
- Supporting and guiding parents so that they can help with their child's learning and development at home
- Providing a record of the outcomes, action and support agreed during discussions and ensuring that records are kept and shared with all the appropriate school staff and given to the pupil's parents
- Signposting parents to wider support, information and services pertinent to their child's needs by ensuring they know how to access the Local Offer and the Local Authority's Parent Partnership Service

- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report (see school web site) and the SEND policy. A paper copy is made available to parents on request
- Providing additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an Educational and Health Care Plan and ensuring a smooth and successful transition to the school or to next phase of education
- Making use of media such as email and 'Parentmail' to contact parents and for parents to contact school. Provision Map also has a parent messaging system.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.
- Parents' coffee mornings once a term. These are ran in conjunction with our sister school Ridgeway Primary Academy and will have a different focus each time.

Supporting Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights, becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school does this:

- Self-knowledge is the first step towards effective self -advocacy so, with their parents, we support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and involved as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment

for an EHC plan and to ensure smooth and successful transition to the school or to the next phase of education.

- Pupils are also provided with additional support to contribute as fully as possible to their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires/group interview activities undertaken by the SENDCo and/or SEND Governor, considering adjustments to make in the light of analysis of the results.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements to support pupils at school with medical conditions are detailed in the school's policy for supporting pupils with medical conditions.

Monitoring and Evaluation of SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant assessment data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

Training

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.

Training needs of staff are identified through the school's self-evaluation process.

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

The school's SENDCo regularly attends SENDCo Network / Learn AT SENDCo in order to keep up to date with local and national developments in SEND. She is also a member of NASEN.

Funding for SEND and allocation of resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil

The school may also use Pupil Premium funding to enhance learning and achievement where a pupil is registered as SEND and is also eligible for the Pupil Premium grant.

Each term, in consultation with the head teacher and class teachers, the SENDCo maps the provision in place for pupils on the SEND record to show how resources are allocated and to monitor the cost of the whole of our SEND provision. This provision is outlined on the school's Provision Map.

Roles and responsibilities

SENDCo

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Governing Body and Head teacher

The Governing Body, in line with SEND Information Regulations, publishes information on the school's website about the implementation of the school's policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and disability and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements.

The head teacher, SENDCo and governing body establishes a clear picture of the resources that are available to the school and considers the strategic approach to meeting special educational needs in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium.

The Head teacher ensures that the SENDCo has sufficient time and resources to carry out his/her functions. This includes providing the SENDCo with

sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school are treated as highly confidential and are securely placed in a locked cabinet when not in use.

The school has a Confidentiality Policy which is available from the school office.

Reviewing this policy

This policy will be formally reviewed annually. Representatives of parents of pupils with SEND and pupils themselves will be part of this process.

Accessibility

The school building is accessible to wheelchair users through the front entrance and one side entrance. A portable ramp provides wheelchair access to and from other entrances.

There is one disabled toilet with disabled changing and shower facilities.

There is one disabled parking bay in the car park.

Specialist technological equipment including laptop computers, interactive whiteboards, i-pads and digital voice recorders is provided to support access to learning for pupils with learning difficulties. Where appropriate and in consultation with parents and carers, staff members take advice from specialist external agencies to procure specialist resources to support pupils with special needs.

We have an Equality Policy and Accessibility Plan and where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy adheres to The Equality Act 2010 and is available on the school website. We liaise with the Specialist Teaching Service to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.

Complaints

For information regarding the Academy's Complaints Policy please follow this link to the school website:

<http://www.greatbowden.leics.sch.uk/Policies.html>

Support for social and emotional needs and prevention of bullying

Great Bowden Academy is an inclusive school; we welcome and celebrate diversity. We believe that high self-esteem and self-confidence are crucial to a child's well-being. We have a caring, understanding team of staff looking after our children. Pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHCE) is integral to our curriculum and is also taught explicitly on a weekly basis. As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. The academy's Behaviour Policy, which includes guidance on expectations, rewards and sanctions is implemented by all staff and is available on the school's website.

Activities are available for those who find lunchtimes a challenge. All pupils nominate an adult in school to be their 'Worry Buddy', with whom they can discuss any anxieties or concerns. Pupils' views are sought through the school and annual pupil questionnaire. All pupils discuss and set their targets half termly with their class teacher. There is an annual pupil questionnaire through which the views of children are sought and acted upon where appropriate. Attendance of every child is monitored on a daily basis by staff in the school office. Lateness and absence are recorded, reported and acted upon, where necessary, by the Head Teacher.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and should be parents' first point of contact should there be any concerns in these areas. If further support is required the class teacher liaises with the SENDCo and the Headteacher to access additional advice and support. This may involve working with outside agencies such as Health and Social Services or other external agencies. The academy has a policy for the administration of medicines in school which is available from the school office. Parents need to contact the class teacher if medication is recommended by health professionals to be taken during the school day. On a day to day basis the administration of medicines is overseen by members of the school's support staff. Staff members receive regular training and updates about conditions and medication affecting individual children so that all staff members are able to manage medical situations. Regular Anaphylaxis training is delivered to all staff by the school nurse so that staff can support children with allergic conditions. The school has several qualified first aiders.

Great Bowden Academy provides a range of inclusive leadership opportunities, personal development activities and chances to shine for all pupils which are detailed in the Parents' Handbook, available on the school website.

The safety and safeguarding of all pupils is given the highest priority. Neither discrimination on any grounds nor bullying is tolerated. The academy's Health and Safety, Equality, Child Protection and Anti-Bullying policies are all available on the school's website.

Link to the Local Authority's Local Offer:

http://www.leics.gov.uk/index/children_families/local_offer/local_offer_advice_and_guidance.htm

Appendices - SEND Process

If there are **concerns** about a child
The class teacher and parents will have a meeting to discuss this the concerns and what could be done.



A **monitoring form** can be completed.
The class teacher can complete this outlining both parent and teacher concerns discussed in the original meeting. This will be shared with the SENDCo and advice will be given about adjustments made. The class teacher will monitor the impact of any reasonable adjustments made in the classroom or interventions that are put into place over a 6-week period. Occasionally advice from another professional may replace this stage.



An **initial concerns** form must be completed
If there are still concerns after this period, a more in-depth initial concerns form (Babcock SEND Indicators) will need to be completed. Parental and pupil voice will be included in this and the impact of provisions will be evaluated. This can be the basis of a more in-depth conversation with the SENDCo. The child may be placed on the SEND register or monitored for a further 6 weeks with adjustments to the provision.



SEND / Inclusion register

After the period of monitoring, the child may be added to the SEND register or the Inclusion register.

If they are on the **SEND register**, a termly learning plan will be implemented. This will contain a summary of strengths and concerns as well as up to 4 individualised targets. Each target will have a success criteria and strategies on how to meet these. They will be reviewed and a new one created in November, March and June. The class teacher will meet with the parents and child to complete these. Parental and pupil voice will be included. These will be monitored by the SENDCo and assessments may be carried out. The SENDCo may liaise with external agencies on how best to meet the child's need if required. External agencies may include Autism Outreach, Specialist Teaching Service, Educational Psychologists, Speech and Language Therapists etc. If parents would like to speak directly to the SENDCo, contact the school office.

The **Inclusion Register** is for those children who need ongoing reasonable adjustments made to classroom practise to ensure that they are able to access the learning, without the requirement of targeted interventions. This would be documented through a 1-page profile. Some children may require some extra support for a time limited period. This can be through other kinds of plans (SALT, behaviour, bereavement etc).



1 Page Profile

If SEND children require specific strategies to be implemented in the classroom through whole class teaching, these will be identified on a 1 page profile. The child will be involved in creating this and discussing what works for them.



Additional Funding

Sometimes some children need more support, so if this is the case the SENDCo would apply for SEND Intervention Funding or an EHCP. This would be in collaboration with evidence provided from home and the class teacher.

External professionals would also provide their advice.



SEND Intervention Funding

This is given by the LA for a set period of time for specific provisions to be put into place. This can be applied to be extended if required.

EHCP

If a need is longer lasting then an EHCP maybe applied for. If this is awarded by the LA, it can be in place up to the age of 25 years but is reviewed on an annual basis. The parents, child, SENDCo, class teacher and any other involved professionals will be invited to attend the review. The EHCP will recommend certain provision and support to meet the needs of the child. If a child still needs more specialist support, then this is required for them to access a specialist setting.

Written: September 2015 **Reviewed:** September 2022