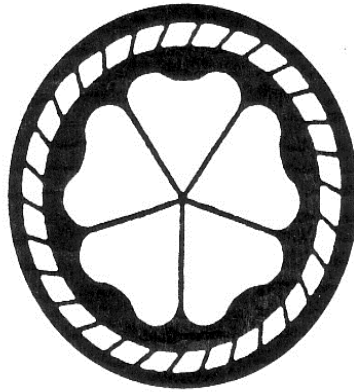


SEND Policy

Great Bardfield Primary School



Approved by:	Alison Kerrell (Headteacher)	Date: November 2019
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Last reviewed:	November 2019
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Next review due by:	November 2021
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Great Bardfield Primary School

Special Educational Needs and Disability (SEND) Policy

Great Bardfield Primary School's SEND Information Report is available on the school website.

Parents and carers can also access additional information from the Essex Local Offer which is found on the Local Offer website www.essexlocaloffer.org.uk.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to our school's SEND Information Report. (This policy has been written in line with the National Association for Special Educational Needs (NASEN) guidelines 2014.)

SECTION 1

Great Bardfield Primary School's Beliefs and Values Regarding SEND

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

We aim to offer excellence and choice to all our children, whatever their abilities or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

This school provides a broad and balanced curriculum for all the children. The Early Years Foundation Stage Framework and National Curriculum are starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs

Our aims for children with SEND are:

- to create an environment that meets the needs of each child;
- to ensure that the needs of children are identified, assessed and provided for;
- to have a collaborative approach which sets clear expectations with all partners in the process;
- to identify roles and responsibilities of staff in providing for children
- to enable children to have access to all elements of the school curriculum;
- to ensure that parents and carers are able to play their part in supporting their child's education;
- to ensure that all children have a voice in this process.

The SEND Co-ordinator for the school is Rosemary Richardson and can be contacted via the school office on 01371 810252. The SEND Governor is Julie Lowe.

The SEND Policy has been shared and agreed with staff, governors, parents and carers.

SECTION 2:

Great Bardfield Primary School's Approach to SEND

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy.
- providing support for children who need help with a disability (mental or physical).
- planning for children's full participation in learning, and in physical and practical activities;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning effectively and safely.

Children have ***special educational needs*** if they have a learning difficulty that calls for ***special educational provision*** to be made for them.

Children have a *learning difficulty* if they:

- have significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- are under compulsory school age and are likely to fall within the definitions above when they reach compulsory school age if special educational provision is not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Great Bardfield Primary School, we identify children as having Special Educational Needs and Disability if they have difficulties in one or more aspects of school life, which, as a result, require the provision of support and/or resources that are different from or additional to those provided for children of the same age.

SECTION 3:

Identifying Special Educational Needs

The code of practice describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Early identification is essential. We identify an area (or areas) of need and then work out what action we need to take. This is done in collaboration with parents, carers and outside agencies where appropriate. This process of identification is multi-dimensional, for example:

- when concerns are raised by parents, carers, teachers or the child

- when limited progress is being made in accordance with age related expectations
- if there is a change in the child's behaviour or attainment
- when concerns are raised by external agencies (e.g. GP or school nurse)
- if information is provided from the previous setting (e.g. pre-school)

We are aware that other factors may impact upon progress and attainment, such as:

- physical disability
- attendance and punctuality
- health and emotional wellbeing
- English as an additional language
- being a disadvantaged pupil
- being a looked after child
- being a child of a serviceman/woman

SECTION 4a:

A Graduated Approach to SEND Support

The method of identification and provision follows a graduated approach.

Each child's education will be planned for by the class teacher as part of high quality teaching. It will be differentiated according to the child's individual needs. This may include additional support by the teacher or Learning Support Assistants in class.

If a child's needs are not sufficiently responsive to these differentiated strategies and interventions, then the child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. These may be run by the teacher or Learning Support Assistant. The length of time of the intervention may vary according to need but will be monitored regularly.

If a child has higher level needs this may result in the creation of a support plan. This 'One Planning' process involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved.

An 'Assess - Plan - Do - Review' cycle is implemented. This is revisited, refined and revised with a growing understanding of the child's needs.

Assess

The class teacher working with the SEND team carries out an assessment of the child's needs based on the teacher's experience of the child, their previous progress and attainment, the views of parents or carers, the child's own views and, if relevant, advice from external support services. This assessment is reviewed termly.

Plan

The teacher and the SENCo agree in consultation with the parent or carer and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a timescale. A support plan is put in place; this is known as One Planning. All teachers and LSAs who work with the child are made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. The class teacher works closely with any LSA or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo supports the class teacher in doing this and in the further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of support.

Review

The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents or carers. This helps to feed back into an understanding of the child's needs. The class teacher, working with the SENCo, then revises the support in light of the child's progress and development. Any changes to the support and outcomes, in partnership with the parent or carer and child, are detailed in the One Planning process.

When a child's needs are more complex or severe and the resources available to the school are not sufficient to meet the needs then an educational, health and care needs assessment may be undertaken by the local authority and an Education, Health and Care plan (EHCP) developed. This is developed in collaboration with the family, child, the statutory assessment team, and, as appropriate, other relevant professionals.

SECTION 4b:

Managing Pupils Needs on the SEND Register

Our school uses the Essex Provision Guidance Toolkit to determine the level and type of provision required. A child is added to the SEND register when provision required is consistently provided across the curriculum which is different from and additional to that provided through classroom support. Where the child requires further support we will consult with external agencies, where appropriate, in consultation with parents, carers and children.

Class teachers, parents, carers, children and the SENCo work together to create a person centred support plan with clear outcomes. The class teacher, supported by the SENCo, is responsible for maintaining and updating the plan. It is the teacher's responsibility to evidence progress according to the outcomes described in the plan. Plans are reviewed on an agreed date or least twice yearly.

SECTION 5:

Criteria for Exiting the SEND Register

As part of the 'Assess - Plan - Do - Review' cycle, if progress is made and the gap between the pupil's attainment is narrowed within their peer group and/or the child has achieved the outcomes identified in their area(s) of need then, in discussion with parents or carers and the child, they will be removed from the SEND register.

If a child no longer requires continued and consistent Additional School Intervention Support provision, as determined by the Essex Provision Guidance Toolkit, they will be removed from the SEND register. They will then be monitored to ensure progress is continued.

SECTION 6:

Supporting Pupils and Families

We work hard to include parents and carers in their child's education. We encourage an active partnership through an ongoing dialogue and believe that they have much to contribute to our support for children with special educational needs and/or disabilities.

Where the school or parents and carers consider that advice from another professional needs to be sought to best support a child further, we work together to access this pathway and implement recommendations in school. Parents and carers are expected to mirror this at home and an open dialogue about progress or problems is encouraged.

We support pupils and families through:

- planning and review meetings
- advice on how to support learning at home
- regular contact between home and school, e.g. home/school diary, email or text
- individual child/teacher conversations
- joint working visits with other professional services, where appropriate

Following a school or self-referral, parents, carers and children can also receive support from the following agencies and support services:

- Specialist Teacher Team
- Community Paediatrician
- School Nurse
- Essex Well-being and Mental Health Service (EWMHS)
- Educational Psychology Service
- General Practitioner (GP)
- Social Care
- Educational Welfare Service
- Family Solutions
- Family in Focus
- Play and Resource Centre (PARC)
- Essex Dyslexia Group
- ADHD Chelmsford Group

Transition Arrangements

For children entering the Early Years, the class teacher visits pre-school settings and/or the home to ensure a smooth entry into school. Information regarding any child's special educational needs or disabilities is gathered and a transition meeting with other agencies involved is held. School tours, transition visits, photo books and a welcome meeting are offered

A transition programme is in place for the move from Foundation to Key Stage 1. 'Move Round Days' and hand-over meetings are in place throughout the school.

For children transferring to secondary school, the SEND teams of both schools work collaboratively to ensure that they are ready to meet the needs of the child concerned. Secondary SENCos visit children in school and Y7 pupils return to share their experiences. Some extra visits to the secondary school may be arranged for children with SEND in the summer term prior to transition to the school.

Parents and carers are encouraged to visit a range of secondary schools to ascertain the right secondary provision for their child and support for parents and carers is offered.

All school records, including SEND, are passed on to the secondary school to which the child transfers.

Parent and carers of children who have a EHC plan are invited to discuss transitional provision with the potential secondary school at a Transition Review in Year 5.

Where a child is entering Great Bardfield Primary School during the primary years, the school endeavours to gain as much information as possible about previous support from the family, child and the previous school. This may also require contact with outside agencies. New children and parents are invited to meet with school staff and visit the school.

Where a child leaves Great Bardfield Primary School during the primary years, the school passes on all school records, including SEND, to the new school.

Admission Arrangements

Our admissions policy can be found on the school website.

SECTION 7:

Supporting Pupils at School with Medical Conditions

Our school recognises that children 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 will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs or a physical disability and may have an EHC Plan. This brings together health and social care needs, as well as their special educational provision following the SEND code of practice (2014).

Children with identified medical conditions may have an individual Health Care Plan, written in partnership with Health Professionals, parents and carers.

The school provides staff training to support the medical needs of children and regularly shares and updates information relating to medical needs with all relevant staff.

SECTION 8:

Monitoring and Evaluation of SEND Provision

We monitor and evaluate the impact and quality of SEND provision through a combination of the following:

- annual reviews and the One Planning process
- performance management observations and discussions
- observations and discussions with staff
- lesson observations
- monitoring of intervention groups through observation and data analysis
- discussions with parents and carers
- analysis by the senior leadership team of whole school data
- pupil and parent/carer voice
- monitoring by the SEND governor

The above forms part of the ongoing 'Assess - Plan - Do - Review' cycle.

The SEND Governor has responsibility to monitor and challenge the provision for children with SEND and additional needs.

SECTION 9:

Training and Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including provision for children with an Educational Healthcare Plan.

The head teacher informs the governing body of SEND funding arrangements. The funding for SEND in school comes from 3 elements:

Element 1: Key Stage funding

Every school receives funding for each child on the school roll; children with SEND are allocated resources from this element of funding.

Element 2: National funding

The school is allocated additional money from the local authority to fund support for children with SEND.

Element 3: Funding for pupils with a Statement of Special Educational Needs or an Educational Health Care Plan

This is additional money allocated to individual children through a statement of SEND or EHC plan, or to schools, from the Local Authority as deemed appropriate.

Staff training needs and resources are identified through the 'Assess - Plan - Do - Review' cycle and are planned according to:

- whole school priorities,
- group or individual needs,
- staff needs agreed through individual staff performance management.

SEND courses are offered to staff for whom they will be relevant, operating within financial constraints. Training sessions held at our school or one of the cluster schools, using in-house expertise or visiting professionals, have proved very effective.

The school's SENCo regularly attends the Essex SENCo update meetings in order to keep up to date with local and national developments in SEND.

All staff have access to the Essex Provision Guidance Toolkit and the Essex Local Offer.

SECTION 10: Roles and Responsibilities

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of its pupils with SEND, following the requirements of the SEND Code of Practice 2014. Contact may be made via the school office.

- SEND Lead: Rosemary Richardson
- Designated Safeguarding Teacher: Alison Kerrell
- Pupil Premium Grant: Alison Kerrell
- Looked After Children funding: Alison Kerrell
- Management of the medical needs of pupils: Alison Kerrell
- SEND Governor: Julie Lowe

SECTION 11:

Storing and Managing Information

All pupils' SEND documents are stored in a locked room in filing cabinets, on line

documents including emails, reports are kept on a secure database. This is in line with the school's e-safety, information management and confidentiality policy. Please see these policies for further information.

SECTION 12:

Reviewing the Policy

This policy will be reviewed in line with the school cycle or as required.

SECTION 13:

Accessibility

The Equality Act 2010, placed a duty on all schools and Local Authorities to plan to increase 'over time' the accessibility of schools for disabled people and to implement their plans. Our school has an Accessibility Plan and Strategy, available in school.

SECTION 14:

Dealing with Complaints

All complaints are dealt with in line with the Complaints Policy, which is available from the school office or on the school's website,

Feedback is welcomed and we encourage parents and carers to raise any questions or concerns at an early stage so that problems can be resolved quickly and informally.

SECTION 15:

Bullying

Our school takes all possible steps to mitigate the risk of bullying to all vulnerable learners. Please see the school's Behaviour and Anti-Bullying Policy, which is available from the school office or on the school's website,

SECTION 16:

Appendices

The policies referred to throughout this document are referenced on the school website or through the school office. The school SEND Information Report can be found on the school website.

