



Silsden Primary School

SEND Policy

Adopted: April 20

Review Due: April 21

Rational/Introduction

Policy to promote the successful inclusion of pupils with special educational needs and/or disabilities at Silsden Primary School.

At Silsden Primary School we believe that the individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem. This policy is intended to address the needs of pupils with special educational needs and pupils who have disabilities (SEND).

Aims of the SEND Policy

- to identify pupils with special educational needs and disabilities and ensure that their needs are met as soon as possible
- to provide a graduated approach in order to match educational provision to pupil's needs understanding that a child's learning is understood developmentally
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to value all pupils and promote pupils' self-esteem and emotional well-being as well as attainment
- to recognise that children may communicate in many different ways and language is a crucial part of this
- to ensure that all learners make the best possible progress
- to ensure that all staff are aware of their responsibilities towards pupils with SEND and are able to access them
- to ensure parents are informed of their child's special needs and necessary provision and that there is effective communication between parents and school
- to ensure that learners are enabled to express their views and are fully involved in decisions which affect their education
- to promote effective partnerships and involve outside agencies when appropriate
- to monitor our effectiveness in achieving the above objectives

Definition of special education needs (SEN) taken from section 20 of the Children and Families Act 2015.

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Equality Act 2010

Everyone covered by the new Code also: 'has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people... [this] includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer.'

Therefore, in accordance with the policy aims set out above, Silsden Primary School will work to be a fully inclusive and caring school which welcomes all children into its community. We will work with each child and his/her family in order to ensure they have the best start in life.

Roles and Responsibilities

The Local Education Authority (LA) has a responsibility for the identification, statutory assessment and provision for pupils requiring Education, Health and Care Plans (EHCP) and for annual reviews of those plans.

The Governing Board should, in cooperation with the head teacher, determine the school's approach and provision for children with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work. At Silsden Primary, we have a team of SEND Governors, who monitor all SEND provision, liaise regularly with the Assistant Head – Inclusion (SENDCo) and evaluate the success of the provision termly. Any policies relating to SEND are authorised by the Board of Governors.

The Headteacher, Mr Karl Russell, has responsibility for day to day management of SEND provision. He keeps the Board of Governors fully informed and works closely with the SEND coordinators.

The Assistant Head – Inclusion (SENDCo), Jennie Hudson, works closely with the Head Teacher, Senior Management Team and fellow teachers and is closely involved in the strategic development of the SEND policy and provision. The SENDCo has the responsibility for the day to day operation of the school's SEND policy and for overseeing provision for pupils with SEN. The SENDCo contributes to the in-service training of the staff and liaises with external agencies. The SENDCo maintains the main SEND records and is responsible for compiling and updating the Monitoring and SEND registers and overseeing the administration of paperwork in relation to reviews and referrals to outside agencies.

Class teachers have the responsibility for the teaching, learning and progress of all children in their class including those with SEND. They ensure that they set suitable learning challenges in a continuous cycle of planning, teaching and reviewing which takes into account the range and diversity of individual needs. This includes looking carefully at classroom organisation, teaching materials and teaching and learning styles to ensure all children can access the curriculum. Teachers are responsible for adapting their teaching methods accordingly, planning interventions, drawing up and monitoring individual plans (where necessary) and managing support staff appropriately.

Support staff are directed by the class teacher and the SENDCo and although they will be used to support learning in a variety of ways, they will be deployed according to specific areas of need within school which may include supporting or targeting children with SEN.

Inclusion

All staff are aware of their responsibilities towards pupils with SEND. In order to meet the learning needs of all pupils, teachers differentiate work and a positive and sensitive attitude is shown. Where

pupils are identified as having special educational needs, the school provides support relating specifically to their needs.

The range of provision includes:

- in class support for small groups with or without a Teaching Assistant
- small group withdrawal with a Teaching Assistant or Learning Mentor
- individual class support/individual withdrawal
- Nurture group provision on both sites
- further differentiated resources
- intervention groups
- staff development/training to undertake more effective strategies
- access to Education Support Services

Identifying Special Educational Needs

Our school is committed to the early identification of SEN and adopts a focused response to meeting special needs in line with the code of practice. It is based on the assumption that pupils' SEND requirements fall into the following four broad areas:

- Communication and Interaction

Children and young people have speech, language and communication difficulties which can make it difficult for them to:

- make sense of language and/or
- understand how to communicate effectively or appropriately with others

- Cognition and Learning

Children and young people who:

- learn at a slower pace than others of their age
- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and have weak memory skills
- have a specific difficulty affecting one particular part of their learning performance in English or Maths

- Social, Emotional and Mental Health Difficulties

Children and young people who:

- have difficulty in managing their relationships with other people
- are withdrawn from classroom activities and have low self confidence
- behave in ways that may hinder either their own or other children's learning
- have experience/s that have impacted on their general health and wellbeing

- Sensory and/or Physical needs

Children and young people who have:

- visual and/or hearing impairment
- a physical need which means they require additional ongoing support and resources

Tracking Special Educational Needs

A child's progress at Silsden Primary is tracked in a number of ways:

- Ongoing, day-to-day, formative assessment
- Analysis of summative data
- Discussions at regular pupil progress meetings
- Learning walks, lesson observations and book sampling.

Should a child be judged to be at risk of falling behind their peers, the Graduated Approach will be followed in order to rapidly respond to that child's Special Educational Needs or Disability.

Graduated Approach to SEN Support

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through Additional SEN Support and Education, Health and Care Plans as described below.

Monitoring

The class teacher will be aware of the child's needs and provide for them within normal differentiation. The class teacher will have identified strategies and activities or interventions that should help the child to progress in their area of need. But for most of the time, the child will be working towards the same objectives as the other children in the class. A One Page Profile will be produced with the child detailing how best to support them within the classroom. Parent's will be aware that there is a monitoring concern and will be invited into school to discuss this with either the class teacher and/or the SENDCo.

SEN Support

The SENDCo will ensure appropriate additional support, if needed, is made available to the child. Children who need SEN support will spend an appropriate proportion of time working on targeted activities: this will usually be through differentiated activities and additional group work with the teacher. However, they will still spend most of their time working within the class, on tasks at the appropriate level. In addition to the One Page Profile the class teacher will write an Individual Education/Behaviour Plan detailing focused targets that the child is working on. The IEPs will be stored and reviewed termly on Provision Map by the class teacher and SENDCo.

SEN Support Plus

As with SEN Support but in addition to this the SENDCO will also, with the prior consent access other services e.g. health, educational, social care as needed. The parent/carer may sometimes have the chance to discuss the child's needs with these specialists. In conjunction with the parents, the class teacher and SENDCo will write a My Support Plan which will be reviewed termly. Some children with Social, Emotional, Mental Health needs may also have a Crisis Plan and/or Risk Assessment written to help support their behaviour.

Education, Health and Care Plan

Children with an EHCP may have an adult working with them some of the time or access to resources to help them to access the curriculum at their level. The parent/carer should be aware of the main adults who work with the child. The aim of the support adult is to enable the child to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for the child will be discussed with the parent/carer at regular reviews (usually termly). The parent/carer may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist). Each school year there will also be a formal Annual Review/EHCP meeting, at which the terms of the EHCP of SEN will be reviewed and amended as required. The parent/carer will be invited to attend this meeting and to contribute a written report.

Note: Parents/Carers are often concerned about their child missing key aspects of the curriculum when working on interventions. The SENDCo and class teacher will timetable the child's activities in a way that matches their learning priorities. Often, for example, social, emotional or communication needs affect learning across the curriculum, so need to be given a very high priority.

Monitoring and Evaluation

The effectiveness of our provision for pupils identified as having special education needs will be determined by:

- progress which narrows the attainment gap between pupil and peers
- progress which prevents the attainment gap widening
- full curricular access
- improvements in pupil behaviour
- improvements in self-help, social or personal skills

It will be carried out by:

- classroom observation
- work sampling
- informal feedback from all staff
- pupil interviews/review meetings
- pupil tracking
- monitoring of targets
- movement on SEN list
- attendance records
- feedback from parents

Admission Arrangements: The Local Offer/Information Report

In line with the Code of Practice 2015, schools and the LEA must publish a Local Offer which provides clear, comprehensive and accessible information about the support and opportunities that are available to children with SEN and their parents. The school offer has been agreed by our Board of Governors and this has been published on our school website.

Parents, carers and children are welcome to visit the school and they are encouraged to voice any concerns they might have about a child's individual needs and subsequent integration into our school.

Access Arrangements

Silsden Primary school currently occupies two sites. Both sites are accessible to wheelchair users. At the Hothfield site movement between classrooms, dining room and hall is difficult but possible. A lift is available to allow children to reach the dining room. Whilst at the Aire View site wheelchair access is available via the Nursery tunnel and at the Reception classes entrance. Both sites have an accessible disabled toilet.

Where necessary the school will consult with the Local Authority to ensure any adjustments made are appropriate and meet the needs of the child.

Partnerships with parents

Our school recognises the value and importance of working in partnership with parents and carers through:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help the child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision making process about SEN provision through termly SEN Reviews and informal meetings
- making parents and carers aware of parent partnership services
- providing all information in a 'parent friendly' and accessible way.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- identify their own needs
- be involved in setting targets
- review their progress
- state their views about their education and learning

Links and Partnerships

We aim to maintain useful contact with education support services.

For pupils at SEN Support any one or more of the following agencies may be involved: - Educational Psychology Services, Autism Support Team, Behaviour Support Team, Education Welfare Service and Learning Support Services

Links with Other Services: Social Services, Speech and Language Therapy Services, Community Health Service and Parent Partnership Service

Links between sites: Links are maintained between the two sites and when a child transfers from the Aire View site to the Hothfield site additional meetings will be held with parents. Children will be given the opportunity to make additional visits.

Links with Other Schools: Links are also maintained with the following schools: - South Craven School. Where pupils are transferring from or to a different school the SENDCo will make an initial contact to gather information.

The SENDCo also maintains links with other SENDCos through the LAP SENCO network meetings.

Supporting pupils with medical conditions

The school database is updated as and when information comes into school. Any major changes are passed on to the class teacher straight away. Updated medical information is passed on to the teacher each term. Where necessary staff will be trained to support a child's medical condition.

Resources

A budget for SEN resources is set annually and the SENDCo is responsible for ordering resources from within this. All staff are encouraged to make suggestions about resources which they might find useful. Provision for children with identified difficulties is planned for on an individual needs related basis, in relation to the school's financial situation as allocated by Bradford Council. There may be identified needs which are best supported with small groups and/or on an individual basis.

Training

In order to maintain and develop the quality of provision, staff are encouraged to undertake training. The SENDCo monitors the training needs within the school. The school releases the SENDCo to attend appropriate courses, details of which are fed back to the staff.

Storing and managing information

In addition to the usual school records kept on all children, the SENDCo holds a central record to oversee the day-to-day management of special needs. The SENDCo will maintain these records and ensure access to them. The class teacher may also keep copies of evidence relating to a child's special educational needs. Copies of all paperwork relating to a child's SEN will be kept in the SEN filing cabinet in the Assistant Head's office.

Evidence kept in SEN files may include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions and difficulties
- Information from health/social services
- Information from other agencies
- Observations made by teacher/teaching assistants within school

Complaints procedure

The school works to develop a positive relationship with parents but if a parent is unhappy with anything school does, the child's class teacher and/or SENDCo will listen to and give consideration to any concerns the parent has.

If the complaint isn't resolved, then the involvement of the head teacher/s is offered. Any complaint should be addressed to the head teacher and hopefully it can be resolved through informal discussion. We shall endeavour to deal with any complaint quickly and efficiently in the best interest of the child.

Should anyone wish to take a complaint further, the Governing Board should be approached through the clerk via the school office. If there is no satisfactory outcome from this, then the Local Authority should be approached.

Review of the SEND Policy

The school considers the SEND Policy document to be very important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

Renewal Date – April 2021