



Bolton Brow Primary Academy

SPECIAL EDUCATIONAL NEEDS POLICY 2023 – 2024

Definition of Special Educational Needs

Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age;

(b) have a disability which 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 education authority (Code of Practice 1.8)

Introduction

- This document is the statement of the aims, principles and strategies for provision for children with Special Educational Needs at Bolton Brow Primary Academy.
- The Special Educational Needs (SEN) Code of Practice, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEN.

Aims and Objectives

The aims of this policy are to:

- Identify, assess and provide for all the needs of pupils with SEN.
- Identify the roles, staff and responsibilities all staff have in meeting the educational needs of all pupils in our school.
- Work in partnership with parents.

- Ensure all children are given the opportunity to be fully integrated into all activities at the school and that their achievements are fully maximised at every stage of their school career.
- Ensure the environment supports the learning needs of all children.

A Graduated Response to SEN

All staff have a responsibility for identifying students with Special Educational Needs . Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way and to organise the work of any teaching assistants. It is also the responsibility of the classteacher to raise concerns about progress leading to possible inclusion on the Special Educational Needs Register.

Roles and Responsibilities

The governors work towards the aims of the school by:

- having up to date knowledge about the school's SEND provision, including funding.
- knowing how equipment and personnel resources are deployed.
- Ensuring that SEND provision is an integral part of the School Improvement Plan.
- Reporting annually to parents on the implementation of the SEN policy and any changes during the school last year.
- Ensuring that financial resources are available to carry out the SEN policy.
- Ensuring the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- The named SEND governor is Maria Money.

The Headteacher works towards the aims of the school by:

- Working closely with the SENCO to coordinate provision.
- Liaising with staff, support services, parents and pupils.
- Reporting to governors on the needs of the SEND children in his care.
- Ensuring that the needs of SEND children are met within the school.

The SENCO works towards the aims of the school by:

- Coordinating the day to day provision for children with SEND.
- Assisting with and advising colleagues on children with SEND.
- Ensuring the schools SEND register and provision map are updated.
- Liaising with outside agencies.
- Monitoring the needs of SEND children together with the Headteacher and classteachers.
- Supporting and developing the expertise of all staff who work in school.
- The school SENDco is Claire Wardle

All staff work towards the aims of the school by:

- Identifying and knowing the special educational needs of individual children in their class.
- Maintaining an individual SEND file for each child who is on an individual education plan or children who have an Education, Care and Health Plan.
- Writing and reviewing IEP's for all children who are on the SEND register.
- Ensuring all IEP's are up to date with evidence supporting how targets have been achieved.
- Liaising with parents and carers.

Pupils work towards the aims of the school by:

- Developing an understanding of their own needs.
- Taking responsibility for their own learning.
- Being involved in regular IEP reviews (where appropriate)

Parents work towards the aims of the school by:

- Attending regular IEP reviews.
- Working together with school and taking an active interest in their child's learning.
- Being involved in deciding long term outcomes for their child.

Kinds of Special Educational Needs

There are four areas of SEND in which your child's behaviour and learning will be monitored.

Communication and Interactions (Behaviour and communication)

Cognition and Learning (Literacy and Numeracy)

Social, Mental and Emotional Health (Self Esteem)

Sensory and or Physical Needs (Vision, Hearing, Physical)

Arrangements for Identification of Special Educational Needs

Monitoring

Early identification is crucial. The classteacher informs the parents of any initial concerns in regard to the child's behaviour or learning and enlists their help and active participation.

The classteacher will monitor and collect evidence about the child's learning, development and behaviour.

The teacher will plan an appropriate programme of intervention and support the child in areas of initial concern.

Evidence gained may then be used, should the need arise to move a child on to the school SEND register. If it is felt that a child needs to move on to the SEND register then an initial meeting is held with the school SENDCO, classteacher, parents and child (where appropriate). Parents sign an agreement to say they are happy for their child to be placed on the SEN register, if it is felt that their child should be removed from the register an exit meeting is held between parents, classteacher, child and SENDCO.

The triggers for intervention through an Assess, Plan, Do, Review plan could be:

- the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Presents persistent emotional or behaviour difficulties.
- Show signs of difficulty in developing literacy and mathematics skills.

- The child has communication or interaction difficulties.

APDR Plan

If your child has an APDR plan they will be set individual outcomes to help support their needs. A meeting will be held between the child, teaching staff and parents/carers to discuss targets and strategies which will be put in place to assist in meeting the outcomes. During their time in school the child will be allocated extra time, resources and/or support to achieve the outcomes which will be recorded on the child's APDR document.

External agency involvement is sort if the child:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues to work substantially below that expected of children of a similar age.
- Continues to have communication and interaction difficulties
- Interventions put in to a child's individual plan have had little or no impact on learning or progress.
- Has an emotional or behavioural difficulty which substantially and regularly interferes with the child's own learning despite having a personalised behaviour management programme.

Progression to Statutory Assessment:

If, after advice from outside professionals, the school and parents consider that help is needed from outside the school's resources, the SENDco completes the referral form and subsequent paperwork to request an Education, Health and Care (EH&C) plan. It is the opinion of the LEA as to whether a child is granted an EH&C plan.

Annual Reviews of Education, Health and Care Plans

If a child has an Education Health and Care plan it must be reviewed annually. The annual review will be chaired by the SENDco. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with an EHCP then an annual review can be held at anytime during the year and more than one can be held in the course of a year. The annual review can be used to request additional support or changes to the EHCP. In the unfortunate event of a pupil with an EHCP facing Permanent Exclusion an annual review MUST be held at the earliest opportunity prior to the exclusion meeting.

Access to the Early Years and National Curriculums

Children with SEND will be integrated as fully as possible into the life of the school. They will experience quality first teaching and will take part in class and school activities, such as assemblies, trips, playtimes and clubs. The school aim is to foster a supportive and sympathetic environment, whatever the need of the child concerned.

On most occasions there will be differentiation of work in the classrooms, dependent on the child's needs. Children with SEND will be supported within the classroom for some of the time and withdrawn for short periods of time when it is considered beneficial for access to intervention programmes. Outside agencies may provide additional support and advice.

Assessing and Reviewing the progress of pupils with SEND

Performance indicators may include:

- SATs results/testing.
- Teacher assessment.
- Evidence of targets being met.
- Improvements in self confidence and self esteem.
- Improvements in wellbeing.

Activities available for children with SEND

Children with SEN are encouraged to participate in out of school clubs and the school will work with parents/carers and providers to ensure equality of opportunities.

Resource Allocation

Funding for children with SEND comes from two sources

1. Money delegated for Education, Health and Care Plans.

2. The high needs top up which is specifically for children on Education, Care and Health Plan.

Funding will be used for targeted support and resources.

The Local Authority Local Offer.

The local authority local offer can be found at www.calderdale.gov.uk

The School's Local Offer

The school's Local Offer (on the school's website) provides answers on the following areas:

- What is available to support the emotional and social development of pupils.
- The name and contact details of the school SENDCO.
- Expertise and training in relation to staff working with children with SEND.
- Contact details of support services for parents and pupils with SEND.

Arrangements for Transition

In the Summer term prior to pupils joining the school the SENDco will liaise with all nurseries to establish which of the pupils who are coming may need additional support.

As pupils on the SEND register progress to secondary school the SENDco will liaise with the various receiving schools. This will include inviting the SENDco from the secondary schools to Y6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with statements.

Partnerships with Parents

At all stages of the special needs process the school keeps parents and carers fully involved. Parent's views will be sought when a pupil's IEP is drawn up and suggestions will be given as to how the parent can support their child at home.

We understand that parents are the child's main educator and encourage parents to make an active contribution to their child's education.

Termly meetings will be held with parents to share progress. Parental permission is sought before any child is put on to the SEND register or any involvement from external agencies.

Links with other Agencies

The school has links with a range of external services to support the children in our school including:

Speech and Language Therapy

LOCALA

Hearing Impairment Service

Visual Impairment Service

Occupational Therapy

Educational Psychology

Monitoring

The SENDco/Headteacher provide staff and governors with regular summaries on the impact of the policy on the practice of the school.

Complaints

The school is in full support of the spirit of the Code of Practice which promotes partnership with parents. However if there is a complaint concerning any issue to do with SEND the following procedure should be followed:

Initially the Headteacher/SENDco should be contacted and the complaint discussed. The Headteacher will make available information about the following:

- the Local Authorities complaints procedures.

The Code of Practice appeals procedure entitled S.E.N. Tribunal.

This policy will be reviewed in September 2024

Signed: _____ (Headteacher)

Signed: _____ (Governing Body)

Dated : _____